Howard County Human Rights Commission

County Resolution 180 (CR-180) Report

September 2017

Howard County Human Rights Commission

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September 20, 2017

Howard County Council
George Howard Building
3430 Courthouse Drive
Ellicott City, Maryland 21043

Honorable Council Members,

This report is submitted in response to your request that the Human Rights Commission of Howard County conduct a study of recruitment, hiring, promotion and retention practices of the Howard County Government, the Howard County Sheriff's Office, the Howard County Library System, the Howard Community College and the Howard School System as described in ***County Resolution (CR) 180***.

The Howard County Human Rights Commission commends the council in its interest in making sure that Howard County continues to embrace diversity and continues to improve its posture as a model county that values diversity in all segments of its community including its educational and operating components.
The Human Rights Commission is pleased to present this report in support of our common interest in making sure that all citizens are given fair and equal opportunity to participate in employment opportunities offered by the subject institutions.

The intent of this report is to provide you with the results of our analysis and offer recommendations regarding what actions can be taken by Howard County officials and its citizens to make sure that there is an awareness and full understanding of changing county demographics and that the county's strategic planning process includes a strong diversity component. We have summarized our recommendations in the report's Executive Summary.

Overall, Howard County stands as a leader in its attention to making sure that diversity receives a high priority in its workforce recruitment, hiring, promotion and retention processes but our analysis shows that there is room for improvement. The Human Rights Commission thanks you for giving it the opportunity to provide this report and stands ready to assist should you feel that additional follow-on work in this area is needed.
We look forward to meeting with you to discuss our observations and recommendations.

Sincerely,
Rev. Robert Turner
Reverend Robert Turner, Chairperson
Howard County Human Rights Commission

"Working Together For Equality"

Acknowledgements

The Human Rights Commission would like to thank the management and staff of the Howard Community College, the Howard County government, the Howard County Library system, the Howard County School System and the Howard County Sheriff's department for their assistance in the conduct of this study. In addition, we would also like to thank Dr. Calvin Ball and the Howard County Council for providing support and clarification to the study teams during this effort. We have tried to comply with the request made of us but it certainly would not have been possible without your cooperation. We would also like to thank Ms. Stephanie Chapple, who has been invaluable in assisting the Human Rights Commission by providing information, arranging critical meetings and offering administrative support to the study teams.

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Background/Introduction

The ***Human Rights Commission (HRC)*** of Howard County is composed of 11 members appointed by the Howard County Executive and a non-voting student member (***See Appendix A)***. The Commission operates under the administrative umbrella of the county's Human Rights Administrator. It was established in 1969. Commission members represent a diverse segment of the Howard County community and are not paid. The Human Rights Commission has as part of its responsibility to review cases appealed to the Human Rights Office, conduct public hearings when required and all other duties consistent with the ***Subtitle 2, Office of Human Rights Section 12.200-12.218*** of the Howard County Code.

The Human Rights Commission can also be requested to undertake matters related to issues of human rights by the Howard County Council when the council believes that the commission's charge and role is relevant to issues under discussion and that perspective and input from the Human Rights Commission adds value to the discussion of matters before the council. In the case of this report, the Howard County Council has requested that the Human Rights Commission conduct a study of recruitment, hiring, promotion and retention practices of the Howard County Government, the Howard County Sheriff, the Howard County Library System, Howard Community College, and the Howard County School System. The Council has requested that the report make recommendations regarding actions to be taken that demonstrate an understanding of changing demographics, and other actions that should be taken by Howard County officials and its citizens so that it remains a model community.

The initiative is supportive of continuous improvement of the human rights posture of Howard County. ***County Resolution (CR) 180*** further describes intent of the study and is attached for your information (***See Appendix B***). The scope of this study was limited to working closely with the associated Human Resources Departments to review related documents and data relevant to the issues in CR-180. As a result of our research, the Commission will offer recommendations regarding any steps Howard County should consider in order to sustain/ improve its posture as a model community that values diversity.

To conduct the study of the 5 entities listed, Human Rights Commissioners were assigned to 5 independent teams in order to segment the work and maximize time to complete each effort. The organizations listed were asked to identify the Human Resources Director or designee to act as key resource to the teams and provide the requested documentation and access to other staff if requested. All teams used a standard checklist of items to be requested from each organization as initial guidance.

The list included the following items:

1) *Statistics on current number of employees;*
2) *Statistical breakdown of employees by gender (5 years);*
3) *Statistical breakdown of employees by ethnicity (based on the 17 ethnic groups identified in Howard County) (5 years);*
4) *Samples of any Training Curriculum focused on diversity;*
5) *Summary of any performance goals/ requirements focused on diversity;*
6) *Exhibits of recruitment material for staff hiring;*
7) *Promotion criteria by job category;*
8) *Salary scale and statistical summary of salary by job level and ethnicity;*
9) *Comparison of organizational demographics with Howard County demographics;*
10) *Summary of any programs focused on maintaining or improving demographic data;*
11) *All policies and procedures related to recruitment and promotion;*

12) *Summary of staff retention data over a 5-year period;*
13) *All other self-initiated studies, work products and deliverables related to the subject of the study;*
14) *Summary of geographic areas represented by staff on hand; and*
15) *Job descriptions for all categories*

Because no two organizations are alike, teams were instructed to modify, expand or otherwise revise the list as they engaged in discussions, learned more about the organization and discovered what was available.

Disclaimer:
It should be noted that ***the teams did not do any independent verification of sources and methods used*** *by the organizations to gather or derive data and documents presented in response to team requests. Our analysis and observations are strictly based on the information as delivered to us.*

Executive Summary

The Howard County Human Rights Commission understands the importance of embracing and promoting diversity in the workplace and was pleased to support the Howard County Council as it continues its effort to make sure that all of the county's governmental, law enforcement and educational components place high emphasis (via their recruitment, hiring, promotion and retention procedures) on recruiting and retaining a diverse workforce. ***We want to make clear that we did not conduct an audit,*** as that requires formal training in audit methods and in-depth evaluation of sources and methods used to generate the data we received. Therefore, ***we have not presented formal findings*** as would be submitted in an audit but instead a summary of our ***observations and recommendations*** for the council's information and consideration. Detailed information in support of this executive summary is contained in the relevant sections in our report. The summary is segmented by the organization studied and highlights major points that the reviewers want to emphasize based on their analysis of materials provided and discussions with the respective Human Resource Directors.

Howard Community College:

1. ***Howard Community College has taken a holistic approach to integrating and actively promoting diversity in all aspects of its programs***. Starting from the President's lead and integrated into faculty, staff and curriculum development processes, diversity is a key element of consideration in the review processes. With ***its Board of Trustees tracking the college's performance in meeting its strategic diversity objectives, a strong oversight process is in place*** providing ongoing checks and balances on HCC's commitment, accountability and focus on diversity.
2. ***Howard Community College's approach*** *to focusing on and integrating diversity into all major components of its college community could be promoted throughout the county as an example, of* ***"best practice".***
3. *If it is not currently in place, we recommend that* ***a core set of diversity goals and objectives be developed and incorporated into strategic Plans*** *for all educational and governmental operating entities within Howard County, similar to what has been implemented at HCC.*
4. *We recommend that the council consider requiring* ***annual certifications in meeting established diversity objectives as*** *HCC has done.*
5. *We recommend that performance elements supportive of* ***annual diversity goals and objectives*** *be incorporated into every* ***manager's performance plan*** *in order to emphasize that diversity is valued and that the message and example must come from the top tier of the organization as HCC has done.*
6. *We recommend that the county consider implementing the* ***HCC model*** *of having* ***Diversity Representatives incorporated into personnel Selection Committees*** *where feasible and make the* ***training developed by HCC for this role*** *available to all county operating units.*

Howard County Government:

1. ***The County Government's human resource practices follow the letter and spirit of the law*** that governs them, and the human resource policies and procedures are indicative of this County's commitment to maintaining a diverse and discrimination-free workforce.

2. ***Certain minorities (particularly those who identify as Asian) are underrepresented*** in County Government positions when compared to the racial and ethnic composition of the County itself. This, however, is not for a lack of effort or commitment to a diverse workplace.
3. ***The underrepresentation of certain minorities appears to be an issue that county governments face nationwide*** and which has largely gone unanswered.
4. The Commission also believes that much of the disparity – whether it is disparity in the County Government as a whole or specific departments such as the Police Department – may arise from ***community attitudes towards various roles.*** This Commission is committed to addressing that issue and ***proposes to create a separate committee within the Commission*** as an ongoing effort to speak to different community organizations representing different racial and ethnic populations to address that issue.

The Howard County School System:

1. ***Diversity in recruitment, hiring, and promotions in HCPSS is in line with national trends.*** Yet, there are a few areas for improvement based on the data provided.
2. ***HCPSS has a large and diverse student body. Our recommendation is to increase cultural proficiency courses for all staff.***
3. ***The percentages of hiring minority staff were 27% and 32%, respectively for school years 2016 and 2017. This uptick exceeds the previous school years' percentages.***
4. Creating and hiring the ***Director of Diversity, Equity and Inclusion*** to coordinate HCPSS's cultural proficiency, diversity, equity and inclusion programs and initiatives for the school system in alignment with Vision 2018 is a plus. However, ***the position was filled in May 2017 and further evaluation is needed in the future.***

The Howard County Library System:

1. ***HCLS seriously and genuinely strives to recruit diverse candidates for open positions***, even its current staff statistics do not reflect population by gender or race/ethnicity countywide.
2. ***The significantly high proportion of female employees in HCLS, closely similar to the national trend and composition, represents characteristics or cultural preferences of the library profession. According to a professional study conducted by an ALA partner, library employees have been, and will continue to be, female dominated***. This demographic phenomenon is reflected in college applications and admissions as well, where most library science students are female.
3. ***HCLS is committed to implementing a recruitment plan to eliminate its current diversity gap. One of its strategies has been removal of the Master of Library Science degree from basic qualifications when hiring staff.***
4. ***Staff from Asian and black or African American show a significant proportion in the management than any other racial or ethnic groups. The percent share of Asians in management positions is the highest. At the executive level, the highest percent share falls in the black or African American group.***
5. ***This study in partnership with the Human Rights Commission will help HCLS continue to improve*** recruitment, hiring, and promotion to include more minorities who may demonstrate interest in working in the library.

6. ***We suggest that advanced education in library science remain an important requirement*** for candidates who seek employment in certain job categories.

Howard County Sheriff's Office:

1. ***Under the new leadership, non-white staff has increased by 8% and female staff has increased by 3%.*** While these are steps in the right direction, there continues to be opportunity for improvement. Currently, HCSO's total agency staffing is comprised of 67% whites and 33% non-whites. Howard County is 58.1 % white and 41.9% non-white. Thus, whites are over-represented by 17.1 percent. Non-Whites are underrepresented by 11% percent.

2. ***The HCSO has acknowledged the need for updated and improved policies and practices.*** The office is still finalizing its Strategic Plan, which is expected to be completed by the end of October 2017. It is recommended that the Strategic Plan be finalized and implemented with input from all stakeholders including sworn and non-sworn employees. More robust, intentional diversity training should also be implemented.

CR-180 Study Team Reports

Howard Community College (HCC)

1. Overview, Strategic Plan, Mission and Goals

Howard Community College (HCC) is one of the premier community colleges in the country recognized for its strong academic programs and innovative approaches to education. ***It has achieved the distinct honor of being named as a "Great College to Work For" for eight consecutive years and is the only community college in Maryland to have achieved this honor.*** This recognition alone says a lot about HCC's commitment to maintaining an open and nurturing environment for its staff and students. A look at its ***Strategic Plan*** shows a commitment to building pathways to success and act as a place where one can discover greatness in themselves and others. Key values included in the Strategic Plan include: Innovation, Nurturing, Sustainability, Integrity, Respect, Excellence and Service. Its planning structure, based on information on the HCC website (http://www.howardcc.edu), includes a ***Commission on the Future***, which is composed of approximately 50 community members who help evaluate its economic, cultural, and educational climate of Howard County and advises HCC as to how it can best serve the current and future needs of the county. HCC is an institution, which is both forward looking and forward thinking regarding how it can be a value-added institution in the community.

The governor appoints its seven-member Board of Trustees for six-year terms and members are leaders in the community. The college has a ***governance structure*** in place, which ***encourages participation by faculty and staff*** in all decision-making processes.

A look at the college's ***Commission on the Future's 2015-2016 Report*** which is posted on its website there is heavy emphasis on partnerships, workforce development and community service. Its Fiscal Year Operating Budget was $114,397,265(unrestricted and auxiliary).

This study is based on an analysis of HCC's ***Core Workforce*** representing the group of full-time and part-time Budgeted employees ***(See ATTACHMENT I).***

2. Demographic and Diversity Data

Current workforce statistics below show a diverse staff having representation from all major ethnic groups. The numbers parallel overall statistics for Howard County, and are consistent with the county population. It appears that the ethnic representation in the HCC workforce is highly representative of the population groups residing in Howard County.

Gender data has been consistent over a 5-year period showing female employment around 30% and male employment at about 70%. No solid conclusions can be drawn from these statistics but additional information on types of jobs available at the college may help provide more insight as to the underpinnings for these numbers.

Geographically, over 50% of the workforce resides in Howard County with the next highest segment residing in Baltimore County (about 16%). See tables below

Ethnicity of Employees by County of Residence

Anne Arundel	Total	Percent	
White	25	64%	
Black	8	21%	
Native American	0	0%	
Asian	4	10%	
Pacific Islander	0	0%	
Other	0	0%	
Two or More	1	3%	
Hispanic	1	3%	
	39	100%	
Baltimore County	Total	Percent	
White	61	59%	
Black	35	34%	
Native American	1	1%	
Asian	5	5%	
Pacific Islander	0	0%	
Other	0	0%	
Two or More	0	0%	
Hispanic	1	1%	
	103	100%	
Baltimore City	Total	Percent	
White	13	50%	
Black	11	42%	
Native American	0	0%	
Asian	1	4%	
Pacific Islander	0	0%	
Other	1	4%	
Two or More	0	0%	
Hispanic	0	0%	
	26	100%	
Carroll	Total	Percent	
White	22	88%	
Black	0	0%	
Native American	0	0%	
Asian	1	4%	
Pacific Islander	0	0%	
Other	0	0%	
Two or More	0	0%	

Hispanic	2	8%	
	25	100%	
Frederick	Total	Percent	
White	16	94%	
Black	0	0%	
Native American	0	0%	
Asian	0	0%	
Pacific Islander	0	0%	
Other	0	0%	
Two or More	1	6%	
Hispanic	0	0%	
	17	100%	
Harford	Total	Percent	
White	1	20%	
Black	3	60%	
Native American	0	0%	
Asian	1	20%	
Pacific Islander	0	0%	
Other	0	0%	
Two or More	0	0%	
Hispanic	0	0%	
	5	100%	
Howard	Total	Percent	
White	247	67%	
Black	64	17%	
Native American	0	0%	
Asian	39	11%	
Pacific Islander	1	0%	
Other	0	0%	
Two or More	3	1%	
Hispanic	12	3%	
	366	100%	
Montgomery	Total	Percent	
White	15	48%	
Black	7	23%	
Native American	0	0%	
Asian	6	19%	
Pacific Islander	0	0%	
Other	0	0%	
Two or More	0	0%	

Hispanic	3	10%	
	31	100%	
Prince George's	Total	Percent	
White	18	44%	
Black	15	37%	
Native American	0	0%	
Asian	7	17%	
Pacific Islander	0	0%	
Other	1	2%	
Two or More	0	0%	
Hispanic	0	0%	
	41	100%	
Non-Maryland	Total	Percent	
White	5	45%	
Black	5	45%	
Native American	0	0%	
Asian	1	9%	
Pacific Islander	0	0%	
Other	0	0%	
Two or More	0	0%	
Hispanic	0	0%	
	11	100%	
Total	**664**		

The college has set a ***Strategic Benchmark for Diversity, which is to increase the percentage of its minority employees to 24% for both faculty and administrative/professional staff. This is in Appendix C of its Diversity Plan included in ATTACHMENT III.***
The chart, on this subject in ATTACHMENT I, shows that they have met or are very close to meeting this goal.

Also, ***for part-time credit faculty on staff, in 2015-2016, there was an increase in female, American Indian/Alaskan Native, Asian and Black employees. There was a decrease in Hispanic and Whites.***
More details can be found in charts included in ***ATTACHMENT I.***

HCC Gender Statistics for Five Years

FY12				FY13		
	Total	Percent			Total	Percent
Male	180	29%		Male	180	29%
Female	434	70%		Female	433	71%
	614	99%			613	100%

FY14				FY15		
	Total	Percent			Total	Percent
Male	191	29%		Male	201	30%
Female	461	71%		Female	471	70%
	652	100%			672	100%

FY16		
	Total	Percent
Male	196	30%
Female	450	70%
	646	100%

Total Population In Howard County	
Total Population:	287,085
Male Population:	140,593
Female Population:	146,492

Race/Ethnicity Workforce Statistics for HCC

Current Workforce Statistics		
	Total	Percent
White	427	63%
Black	155	23%
Native American	1	0%
Asian	68	10%
Pacific Islander	1	0%
Other	0	0%
Two or More	5	1%
Hispanic	20	3%
	677	100%

Howard County Race/Ethnicity Statistics

Race	Population	% Of Total
Total Population	287,085	100
White	178,523	62
Black or African American	50,188	17
Asian	41,221	14
Hispanic or Latino	16,729	5
Two or More Races	10,455	3
Some Other Race	5,709	1
Three or more races	970	Below 1%
American Indian	866	Below 1%
Native Hawaiian Pacific Islander	123	Below 1%

Direct correlation of HCC statistics to county statistics for staff on board is difficult due to cultural preferences among some ethnic groups. Some cultures as a group do not necessarily seek public or government employment choosing instead to opt for self-employment or family employment. HCC ***demographic statistics for a 5-year period are shown in the charts below***. ***The population totals have remained very consistent over a 5-year period.*** Statistics for FY14 show a significant increase in staffing with most of that attributed to Whites followed by Black and Asian. FY15 shows increases in Whites, Blacks and Asians. FY16 statistics show a significant decrease in Whites and Blacks. This is attributed to an offer of ***voluntary retirement incentive*** in that fiscal year.

HCC Demographic Population Totals

FY12		
	Total	Percent
White	402	65%
Black	134	22%

Native American	1	0%
Asian	55	9%
Pacific Islander	0	0%
Other	4	1%
Two or More	5	1%
Hispanic	13	2%
	614	100%

FY13		
	Total	Percent
White	395	64%
Black	140	23%
Native American	1	0%
Asian	55	9%
Pacific Islander	0	0%
Other	0	0%
Two or More	7	1%
Hispanic	15	2%
	613	100%

FY14		
	Total	Percent
White	417	64%
Black	148	23%
Native American	1	0%
Asian	61	9%
Pacific Islander	0	0%
Other	1	0%
Two or More	9	1%
Hispanic	15	2%
	652	100%

FY15		
	Total	Percent
White	427	64%
Black	154	23%
Native American	1	0%
Asian	65	10%
Pacific Islander	0	0%
Other	0	0%
Two or More	8	1%

Hispanic	17	3%
	672	100%

FY16		
	Total	Percent
White	410	63%
Black	144	22%
Native American	1	0%
Asian	64	10%
Pacific Islander	1	0%
Other	1	0%
Two or More	6	1%
Hispanic	19	3%
	646	100%

In summary, ***for major populations in Howard County, HCC is meeting or exceeding the county statistics in its workforce except for Asians and Hispanics***.
However. There was an ***increase in both Asians and Hispanics in FY15 that was sustained in FY16***. To better understand what these numbers indicate, more in-depth research must be done. A review of their recruitment strategy shows that ***the college is reaching out to all racial/ethnic communities***. Comparisons above do allow us to verify that ***all major population groups are members of the HCC community*** and are represented consistent with the population groups represented in the county's statistical summary.

3. Recruitment/Hiring/Promotion and Retention of Staff

3.1 Recruitment and Selection Policy/Procedures:

HCC recruits and hires faculty and staff on the basis of job-related selection criteria, demonstrated ability, experience and training. ***Every effort is made to ensure that recruitment is made from a diverse pool of candidates. Equal employment opportunity laws, guidelines and the need to maintain a diverse workforce guides all searches.*** Their Ethics and Conduct policy and Nepotism procedure require avoidance of conflict of interest in the selection process. Observations during this study show that HCC has put very good measures in place to ensure that recruitment for faculty and staff is done fairly and legally with clear objectives in creating a diverse applicant pool. ***HCC has an online recruitment system and any exceptions applying online must be made through a request to the Office of Human Resources*** in order to get an exception. This is one of the ***limiting factors*** observed in the HCC recruitment process since certain candidates may not feel comfortable in applying via computer and hence may avoid applying for a job although clearly stated on the job posting is contact information for assistance with the application process for persons with disabilities or otherwise needing assistance.

A ***summary of the HCC Recruitment Process*** follows:

- *A job posting and related screening questions are developed for the subject vacancy;*
- *A job posting for the vacancy is posted. It describes the job to be filled, requirements (including physical requirements where appropriate) for execution of the job, the job tour (number of hours per week), the compensation/grade offered, job schedule, whether the position is an exempt or non-exempt position, level of education or equivalency required, and deadline for application submission;*
- *Applications are received and reviewed by the recruitment system;*
- *The recruitment system performs a preliminary review of applications to determine if applicants meet the minimum qualifications based on the screening questions developed in the requisition (Screening questions relate to the selection criteria)* ***see exhibit 1 below.***
- *Candidates not meeting minimum requirements are placed in "inactive applicant" status;*
- *A hiring manager may review "inactive applicants" at any time in the hiring process.*
- *Applications who meet minimum requirements are forwarded to a Search Committee (The formation of search committees is encouraged but not required for positions classified under grade 12* ***(See Attachment II).*** *A search committee is required for full-time faculty/staff positions above grade 12; and*
- *The hiring manager appoints members representative of the college's population (defined* ***in HCC's Diversity Plan, (See Attachment III)****) to serve on the committee.*

Review of HCC's Recruitment Process shows a procedure consistent with standard practice and one, which ***emphasizes diversity from the initiation of the process***. To its credit, HCC has made sure that diversity gets high priority in its hiring process by integrating a representative with this focus into its recruitment and hiring processes (See Selection Process).

Job postings submitted to the study team were representative of all grade levels and ***each job posting prominently includes the following phrase:***

" ***Howard Community College values diversity among its faculty, staff and student population. We are an innovative institution that is committed to responding to the ever-changing needs and interests of a diverse and dynamic community. No matter where you want to go in your career, you can get there from here!***"

In FY 16 there were 347 total recruitments and 8,604 applicants. 48% of the applicants learned about the vacancies on the HCC website. Other ways in which the college advertises vacancies is by purchasing online subscriptions in publications such as ***Diverse Issues in Higher Education, Veterans in Higher Ed, Hispanics in Higher Ed, Blacks in Higher Ed, Career Builder*** **and** ***The Chronicle of Higher Education.*** To support Diversity initiatives, the Human Resources staff also attends job fairs at Historically Black Colleges and other minority institutions.

By all measures, ***HCC has a very aggressive recruitment strategy focused on its interest in having a diverse workforce.*** FY16 statistics on the gender and ethnicity of applicants can be found in ***exhibit 2*** below. ***The rates for both minority and women applicants are the highest,*** which indicates that the recruitment process is very successful in reaching these populations.

HOWARD COMMUNITY COLLEGE
You Can Get There From Here.

Office of Human Resources
Summary of Applicants

Position Title: Foundation Accounting Manager - 2017
Reviewer:

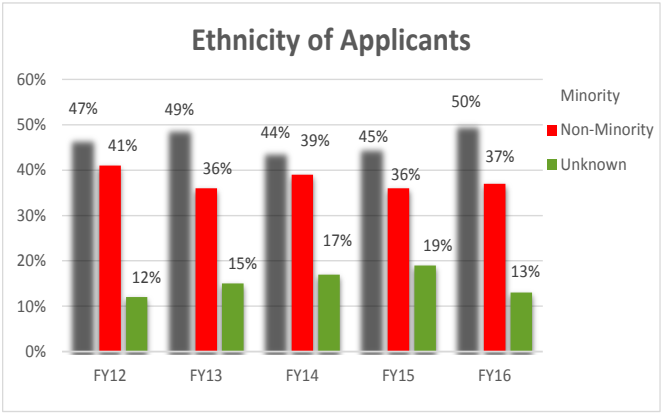
Selection Criteria (Based on job description, in order of importance)

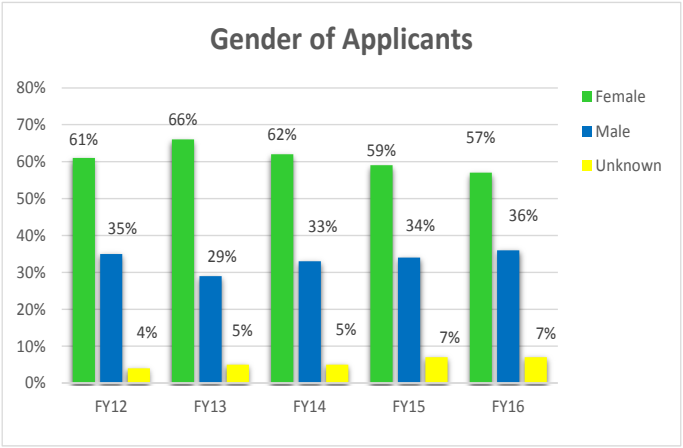
A.	Bachelor's degree with coursework in accounting, CPA preferred.
B.	Experience performing account analysis, reconciliations, cash management, and month-end and year-end close.
C.	Experience preparing financial reports and audit schedules.
D.	Demonstrated ability to manage and organize large amounts of data.
E.	Extensive experience using automated accounting systems, relational databases, report writing tools, Microsoft Office Product
F.	Excellent oral, written and interpersonal communication skills, ability to work well under pressure and meet deadlines.
G.	Supervisory experience
H.	

Criteria: 0 = does not meet, 1 = barely meets, 2 = meets, 3 = somewhat exceeds, 4 = greatly exceeds

Candidate Name / Add Selection Criteria Keywords											
First	Last	A	B	C	D	E	F	G	H	Comments	Total
											0.0
											0.0
											0.0

Exhibit 2


Ethnicity of Applicants
60%
50%
40%
30%
20%
10%
0%
47%
41%
12%
49%
36%
15%
44%
39%
17%
45%
36%
19%
50%
37%
13%
FY12
FY13
FY14
FY15
FY16
Minority
Non-Minority
Unknown


Gender of Applicants
80%
70%
60%
50%
40%
30%
20%
10%
0%
61%
35%
4%
66%
29%
5%
62%
33%
5%
59%
34%
7%
57%
36%
7%
FY12
FY13
FY14
FY15
FY16
Female
Male
Unknown

3.2 Selection/Hiring Process:

HCC 's procedure for selection of faculty and staff is comprehensive and innovative involving multiple segments of the college community. A summary of the procedure follows:

- *An applicant is a candidate who applied for a position either the online application process or through a special to the Office of Human Resources for an accommodation;*
- *A preliminary screening is performed by the recruitment system to determine if minimum qualifications have been met by the candidate;*
- *The formation of a search committee, if required or agreed upon where not required, is completed;*
- ***Each search committee for full-time faculty and staff positions at grade 12 level and above must include a current or past member of the diversity committee;***
- *All search committee members must complete required training;*
- *The Office of Human Resources will appoint the diversity committee representative to searches as required. The diversity member's involvement is essential at the earliest phase of the selection process, before selection criteria is established to insure that there is no bias or inappropriate items included;*
- *Selection criteria is finalized along with supporting questions;*
- *The search committee chairperson screens resumes in accordance with* ***HCC's Diversity Plan (See Attachment III)****;*
- *Interviews are scheduled;*
- *Candidates for faculty, administrative, or professional/technical positions selected will be eligible for reimbursement of reasonable expenses;*
- *Search committee members will complete reference checks;*
- *The office of human resources will verify academic credentials;*
- *Official offers of staff employment will be made by the hiring manager and official offers of new full-time faculty employment will be made by the hiring manager or designee pending board approval; and*
- *The board of trustees, upon recommendation of the president, will act on all appointments to budgeted positions.*

The college also has a ***Nepotism Avoidance Procedure*** in place to avoid potential ethical issues or conflicts with Maryland Ethics Law requirements, which require "non-participation" in any decision or influence pertaining to ***a qualifying relative*** of an employee. A ***qualifying relative*** includes parents, brothers, sisters, children, and spouse. Those involved in the process having a qualifying relative should recuse themselves from the search and selection process. In addition, employment placements will not be made where one employee is in a position to supervise or influence a qualifying relative's pay, appointment, work assignments, promotion, demotion, discipline or dismissal or any other working conditions where the handling of confidential information could create conditions where there may be a real or perceived conflict of interest. In cases where current employees who were not qualifying relatives when hired later become qualifying relatives, the college will make every effort to rectify the situation.

When recruiting to fill budgeted positions, HCC recommends that the hiring manager complete at least reference checks with at least one of these being an external professional reference.

Background investigations may include some or all of the following based on the position being filled:

- *Criminal background investigation by college authorities or outside service provider;*
- *Local and national searches based on requirements of the position and state and federal law;*
- *Credit reports; and*

- *Drug testing when required by law or authorized by the area vice president or president.*

Decisions on hiring a candidate or retaining an employee based on results of background investigations where there may be negative information will be made by the area vice president or president in consultation with human resources.

This procedure is consistent with federal, state and other business entities and includes provisions for consideration by hiring officials in cases where there may be less than 100% positive information resulting from the background check.
See ***Exhibits 3 and 4*** for samples of selection committee material. ***HCC has taken very sound steps in its policies and procedures to remove bias from its recruitment and hiring processes.***

Exhibit 3

HOWARD COMMUNITY COLLEGE
You Can Get There From Here.

Office of Human Resources

Interview Evaluation Form

Instructions:

1. Interview questions need to be approved by the Office of Human Resources in advance.
2. This form should be used for evaluating interviewees for support, professional/technical, and administrative positions.
3. Record the applicant's response after each question.
4. We recommend that you ask about 10 questions; however, no less than 6 should be asked.
5. Rate the response based on the rating scale provided below. Total the ratings for an overall score.

Applicant's Name: _____

Position Title: _____

FT: ____ PT: _____ Hours per week: _____

Person Completing Form: _____

0=Does not meet criteria 2=Meets criteria 4=Greatly exceeds criteria
1=Barely meets criteria 3=Somewhat exceeds criteria

Selection Criteria & Summary Responses:	Rating (Please circle)
1. (Criteria) _____	0 1 2 3 4
(Response) _____	
_____	
2. (Criteria) _____	0 1 2 3 4
(Response) _____	
_____	
3. (Criteria) _____	0 1 2 3 4
(Response) _____	
_____	
4. (Criteria) _____	0 1 2 3 4
(Response) _____	
_____	

5. (Criteria) _____ 0 1 2 3 4

(Response) _____

_____

6. (Criteria) _____ 0 1 2 3 4

(Response) _____

_____

7. (Criteria) _____ 0 1 2 3 4

(Response) _____

_____

8. (Criteria) _____ 0 1 2 3 4

(Response) _____

_____

Candidates Total Points: _____

☐ Applicant recommended for hire: 1st choice: _____ 2nd choice: _____ Not Recommended: _____

Proposed Start Date: _____ Cost Center: _____

Proposed Compensation: Minimum for Grade _____ Other: _____

References Checked: _____
(Name and Date)

EXHIBIT 4

HOWARD COMMUNITY COLLEGE
You Can Get There From Here.

Office of Human Resources

Preliminary Faculty Candidate Checklist

(This form should be used to help evaluate candidates for faculty positions.)

Position Title: _____ Person Completing Form: _____

Selection Criteria

A. Communication Skills

B. Commitment to Teaching/Learning

C. Preparation for teaching required courses for this position

D. Professional Involvement (consistent with years of experience)

E. Diversity

F. Use of technology in teaching

G.

H.

0=Does not meet criteria 1=Barely meets criteria 2=Meets criteria
3=Somewhat exceeds criteria 4=Greatly exceeds criteria

Selection Criteria

Candidate	A	B	C	D	E	F	G	H	Comments	Total
1										
2										
3										
4										
5										
6										
7										
8										

3.3 Promotion Policy and Procedures:

HCC's promotion procedures are segmented into two categories: Staff promotion and faculty promotion.

Principles contained in the ***staff promotion procedure*** include the following:

1) ***"Promotion"*** means that an employee's job has changed dramatically resulting in a new classification;
2) There are two avenues to promotion in this instance:
    - ***a)*** *If it becomes necessary to* ***restructure*** *the job to meet the changing needs of the college, such jobs will be evaluated using HCC's* ***classification system*** *during the annual budget planning process.* ***If the results indicate that the changes are significant enough to warrant a grade change, the resulting classification will be considered a promotion for the incumbent.*** *(Note: If a position is reclassified as the result of a* ***college-wide job review and evaluation stud****y, the change will* ***NOT*** *be considered a promotion.).*
    - ***b)*** *If an* ***employee elects to apply*** *and is hired for a position at a higher level, appointment to the new position will be considered a promotion.*

When the duties performed by a staff member are expanded to include substantial increased responsibilities, the accompanying job description will be revised as necessary. Staffs who are promoted will be required to complete a probationary period unless the promotion is within the same area/department. At the end of the probationary period, a performance evaluation will be conducted. The office of human resources will request that the supervisor verify if an employee should be removed from probationary status or remain on probationary status. Employees removed from probationary status receive a salary agreement in June for the next fiscal year. The supervisor, if approved by the president or area vice-president can extend the probationary period. If performance in the new position fails to be acceptable, the employee may revert to the former or similar pay status providing one is available.

The procedure for ***faculty promotions*** is as follows:

a) *The president will present members of the faculty who have been recommended for promotion by the Vice President of Academic Affairs (VPAA) to the Board of Trustees. If the promotion is denied, the reason is given to the faculty member under consideration. If they choose, established grievance procedures may be followed.*
b) *Faculty promotions are segmented into three categories: Promotion to Associate Professor, Promotion to Full Professor and Promotion to Full Professor.*

For newly hired faculty, the normal probationary period is three years but may be extended by the VPAA for up to two additional years during which the faculty member is expected to assume full responsibilities. A faculty member must receive an excellent or outstanding rating for at least three years and fulfill all requirements for probationary faculty to receive a continuing contract.

HCC has very comprehensive procedures, which go in-depth regarding the faculty promotion process. The procedures are reasonable and fair do not appear to disadvantage any particular racial or ethnic group. A review of the ***ATTACHMENT I sample, Pay Grades by Ethnicity,*** shows for the most prominent ethnic groups, Whites, Blacks, Asians and Hispanics, ***there are no Hispanics in the top five grades.***

But Hispanic representation is generally low. ***There is representation from all major ethnic groups in the segment of the table covering grades 12 and up.***

3.4 Retention of Staff and Turnover Rates:

Howard Community College strives to be successful in retaining its highly knowledgeable workforce through its highly competitive compensation and benefits package. It has an internal goal of being in the top one-third of Maryland community colleges for faculty compensation ranges. ***Its benefit package includes:***

a) Comprehensive medical and dental coverage (on average over 90% of premiums are covered);
b) Ample leave time including annual, sick, and personnel;
c) College-paid holidays including winter and spring breaks;
d) Basic life insurance at a level twice their annual salary;
e) Short and long-term disability benefits with premium costs paid by the college; and
f) Tuition reimbursement and tuition deferral (up to 15 credits per dependent per year).

See ***ATTACHMENT I for retention statistics***. Enrollment at the college declined in the fall of 2015 and local funding remained the same as the previous year. As a result, a one-time voluntary retirement incentive (VRI) was offered to eligible employees.

Eight faculty and 12 staff chose this option. Fifteen of the 20 left in 2016.This is reflected in the subject graphs found in the attachment.

Ninety employees separated from budgeted and temporary with benefits workforce in FY16. This included 47 resignations (12 were in lieu of termination), 31 retirements (15 due to VRI) two deaths, three dismissals, six non-renewals of contract and one reduction in force.

The turnover rate for all benefitted employees was 13.9%. The Bureau of National Affairs (BNA) turnover for all employers for three quarters in FY16 was 8.2% attributed to a better job market. Voluntary turnover is that initiated by the employee (resignation or retirement) and involuntary turnover occurs when the employee does not initiate the separation (dismissal, death, etc.). In FY16, there were 66 voluntary and 24 involuntary separations.

In FY 16, the major reasons for separation in descending order were retirement, better career opportunity and better opportunity for advancement. FY15 followed a similar pattern. In FY 14, retirement was not listed as one of the major factors.

Compared to Maryland's other community colleges, ***HCC's turnover is the fourth highest at 13.9% with Garrett County leading at 22% followed by Carroll County at 14.9%.***

However, more than 1/3 of the core workforce has been with HCC for 10 years or more. See table below. Statistics for 2016 show that 34% of the faculty has been onboard for more than 10 years. See ATTACHMENT I.

More Than 10 Years of Service with HCC

	Total	Percent
White	**184**	***65%***
Black	**71**	**25%**
Native American	**0**	**0%**
Asian	**21**	**7%**
Pacific Islander	**0**	**0%**
Other	**0**	**0%**
Two or more	**1**	**0%**
Hispanic	**6**	**2%**
Total	**283**	**100%**

Other efforts to retain faculty and staff involve providing a variety of ***professional development options*** and formats to meet employees' diverse learning styles and preferences.
Key examples of these options are below.

a) *Professional Development Program;*
b) *Leadership Program including the* ***EXCEL Leadership Academy*** *and the* ***Leading Edge Supervisor Training Program****;*
c) *First Friday Programming to allow for pre-planning of office coverage with topics such as Deep Relaxation, Office Yoga, Self-Defense and Sleep Awareness.*

These programs attest to HCC's interest in retaining a workforce that continually seeks self-improvement. Options also assist in maintaining a healthy workforce.

4. Diversity in the HCC Environment

Howard Community College, in its interest in fostering an environment that values the richness of diversity, developed a ***Diversity Plan*** in 2011 (***See ATTACHMENT III***). In addition to this action, the HCC Board of Trustees has committed the college to an ***ongoing diversity program and progress review*** in conjunction with its Diversity Plan.
Highlights of the plan follow:

- The ***Diversity Committee*** consists of representatives from all college constituencies;
- Membership must include but is not limited to:
    a) *Two faculty members;*
    b) *Two support staff employees;*
    c) *Two professional/technical employees;*
    d) *One student;*
    e) *Two at-large employees;*
    f) *Associate vice-president of human resources;*
    g) *Coordinator of HCC's compliance with the Rehabilitation Act of 1973;*
    h) *Director of student life; and*
    i) *Other members as needed to carry out the duties of the committee.*

The committee consists of over 30 members.
Diversity objectives include:

- *Ensuring that each recruitment makes a reasonable effort to seek applicants from underrepresented groups in order to provide a diverse applicant pool; and*
- *Using an internal complaint resolution mechanism whereby any complainant can internally resolve grievances*

In addition to a comprehensive Diversity Plan and board oversight of its implementation, HCC also offers a multitude of initiatives focused on diversity. As mentioned previously, human resources advertises for positions in diversity-related sources /publications. In addition, specific minority sources/organizations are sought out for individual jobs such as the *National Association of Black Accountants* as an example. They follow up with each minority employee hired to inquire as to where they learned about the vacancy, which helps in assessing the effectiveness of their recruitment strategy and return on investment.
All members of the search panel, as discussed previously, are required to take online training that covers Equal Employment Opportunity (EEO) issues related to hiring and other topics related to diversity.
All budgeted employees are required to achieve two diversity credits annually. HCC has ***almost 200 diversity offerings*** from which employees can select in order to meet this annual requirement.

Lastly, every year in the spring (usually in the month of March), HCC sponsors ***Diversity Week*** which includes activities highlighting the college's commitment to building and retaining a diverse college community. ***All of the above initiatives/activities speaks highly of HCC's efforts to send a strong message to its faculty, staff, students and the Howard County community regarding how much it values diversity***

5. Observations/Recommendations

In response to **CR-180**, the ***Human Rights Study Team #1*** has the following observations/recommendations as a result of its review of Howard Community College's recruitment, hiring, retention, and promotion practices and procedures in support of changing demographics and the county's interest in building and remaining a model community that demonstrates that it values diversity in all aspects of its governance and educational structures:

5.1 Observations:

1) *Howard Community College has taken a holistic approach to integrating and actively promoting diversity in all aspects of its programs.* Starting from the President's lead and integrated into faculty, staff and curriculum development processes, diversity is a key element of consideration in the review processes. With its Board of Trustees tracking the college's performance in meeting its strategic diversity objectives, a strong oversight process is in place providing ongoing checks and balances on HCC's commitment, accountability and focus on diversity.

2) *Howard Community Colleges' recruitment processes are reaching major minority populations but statistics in certain categories are still low for several groups. Although HCC's statistics are very consistent with population statistics for Howard County and they are close to meeting their strategic goals in diversity, continued focus on all minority populations in recruitment is required with heightened focus on opportunities at Asian and Hispanic venues.*

3) *HCC's retention rates give no major cause for alarm as they show reasonable stability in the workforce with more than 1/3 of the current workforce having been employed at the college for 10 years or more.*

4) *The college's promotion practices and procedures are very consistent with commonly accepted practices and HCC takes significant steps to minimize both bias and nepotism in the process. Also available to employees not selected is the college's grievance process if they believe that they were unfairly treated.*

5) ***Howard Community College's approach*** *to focusing on and integrating diversity into all major components of its college community could be promoted throughout the county as an example, of* ***"best practices".*** *They are to be complimented for their efforts in this area.*

5.2 Recommendations

1) *If it is not currently in place, we recommend that* ***a core set of diversity goals and objectives be developed and incorporated into strategic Plans*** *for all educational and governmental operating entities within Howard County, similar to what has been implemented at HCC.*

2) *We recommend that the council consider requiring* ***annual certifications in meeting established diversity objectives*** *by all management personnel.*

3) *We recommend that performance elements supportive of* ***annual diversity goals and objectives*** *be incorporated into every* ***manager's performance plan*** *in order to emphasize that diversity is valued and that the message and example must come from the top tier of the organization.*

4) *We recommend that* ***more research be done to address how to effectively reach and promote interest in public employment for minority populations****.*

5) *We recommend that the county consider implementing the HCC model of having* ***Diversity Representatives incorporated into personnel Selection Committees****.* Clearly, for county agencies, the model must be tailored to be compliant with existing laws, policies and procedures already in place.

6.0 Summary

In summary, what the study team observed in its analysis of information provided by HCC is ***an institution committed to diversity*** and processes and procedures reflecting that. Information in this area was readily available, showing that HCC puts a high priority on evaluating itself on how its strategic objectives in this area are being achieved. The human resources manager and staff assisting us were very knowledgeable in responding to our questions and requests for material in this area.

Anecdotal experiences we had in randomly talking to some faculty and staff were very positive in that what we heard were ***phrases like: "This is a great place to work", "I love being here", and "This is the longest I've been at any institution. This is a great place to work".*** Our timeframes left ***no time for conducting a well-designed, statistically valid survey instrument*** but the random feedback was very positive.

(Lead Reviewer: Hash)

ATTACHMENT I (HCC)

Core Workforce & Retention/Turnover Rate Data

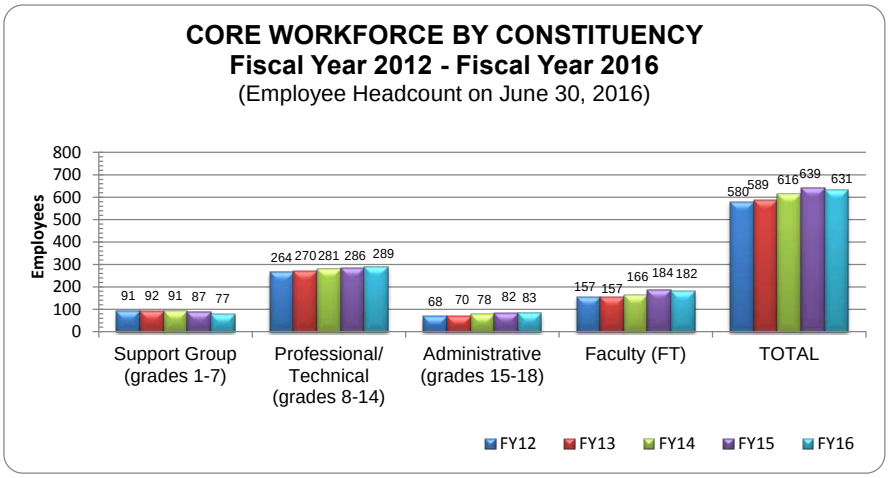
(Extracted from*: *A Special Report: The Howard Community College FY16 Workforce Snapshot, February 2017)

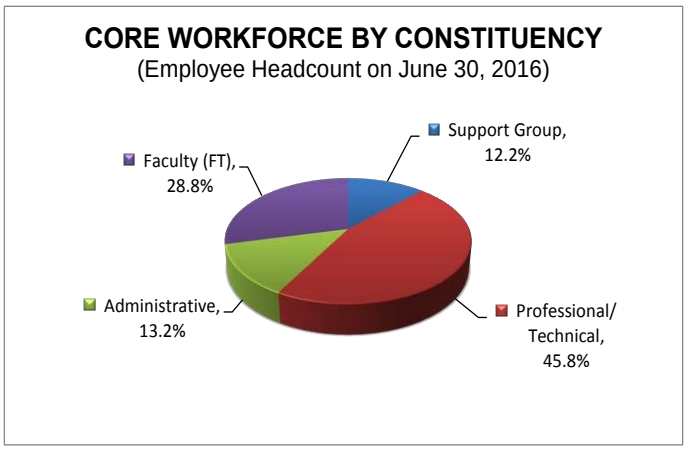
Core Workforce

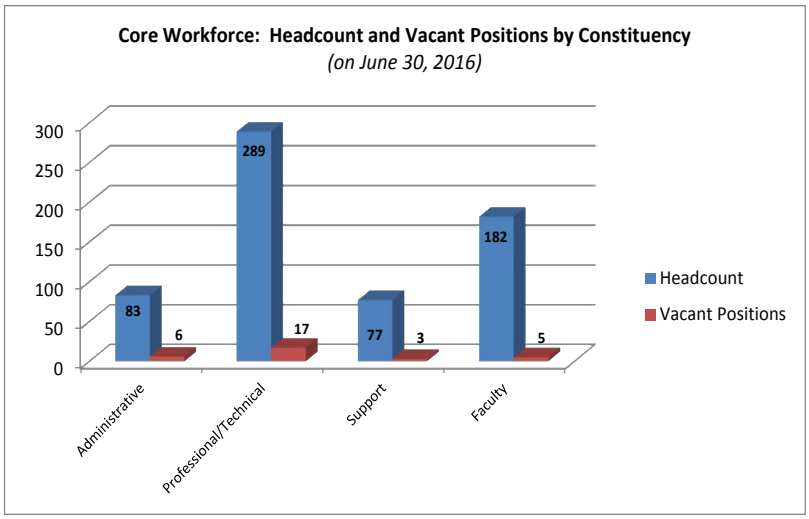
The core workforce represents the group of full- and part-time budgeted employees who create the continuity in instructional programs and services. On June 30, 2016, the headcount of the core workforce consisted of 594 full-time and 37 part-time employees. This unduplicated headcount does not include the full- and part-time temporary employees with benefits.

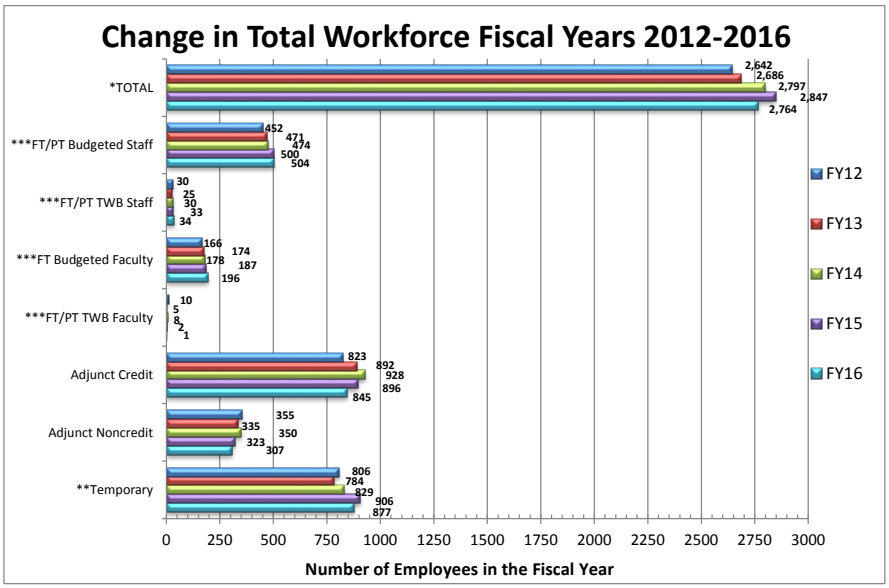
Note: The following core workforce charts show headcount as of June 30, 2016. The charts do not include full- and part-time temporary employees with benefits or vacant positions (except where noted). This methodology may cause a fluctuation in the individual group numbers from year to year. Total percentages may exceed 100 percent due to rounding.

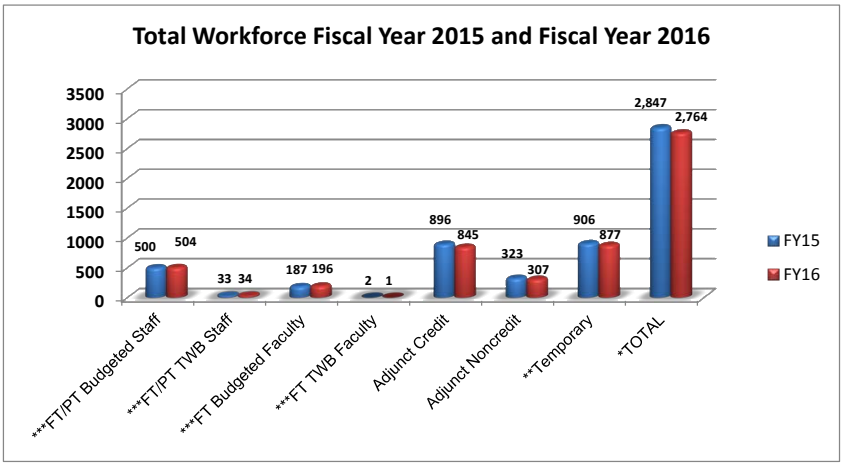
Constituency




CORE WORKFORCE BY CONSTITUENCY
(Employee Headcount on June 30, 2016)
Support Group, 12.2%
Faculty (FT), 28.8%
Administrative, 13.2%
Professional/ Technical, 45.8%


Core Workforce: Headcount and Vacant Positions by Constituency
(on June 30, 2016)
300
250
200
150
100
50
0
83
6
289
17
77
3
182
5
Administrative
Professional/Technical
Support
Faculty
Headcount
Vacant Positions

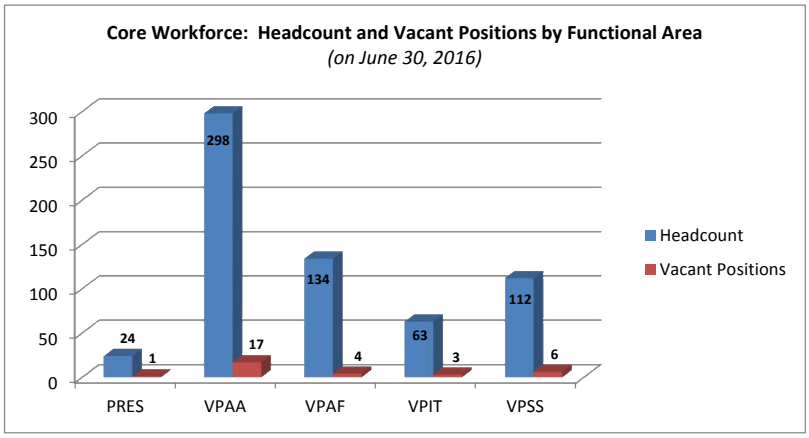




*Regardless of the number of jobs held, each employee is only counted once. An employee is placed in a work category based on earnings in the following hierarchal sequence: 1) FT faculty, 2) FT TWB faculty, 3) FT/PT budgeted staff, 4) FT/PT TWB staff, 5) adjunct credit, 6) adjunct noncredit, and 7) temporary employment. This number differs from core workforce figures since core workforce is only as of June 30 and does not include adjunct faculty or temporary employees.

**Temporary employees are "at will" employees. This group includes all other employees without benefits (i.e., temporary employees paid at a flat rate, some housekeepers, life guards, and clerical positions).

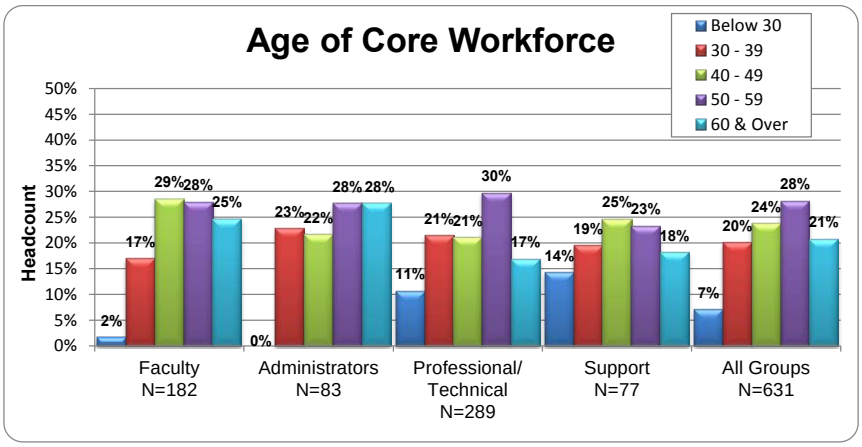
***In some cases, more than one employee held the same position.



Age

HCC's core workforce employees range in age from 23 to 78. The average age of the core workforce is 48, with the majority of the employees (28 percent) between ages 50 and 59.

Average Ages of Core Workforce	
Faculty	50
Administrators	51
Professional/Technical	47
Support	46



Recruitment and Hiring

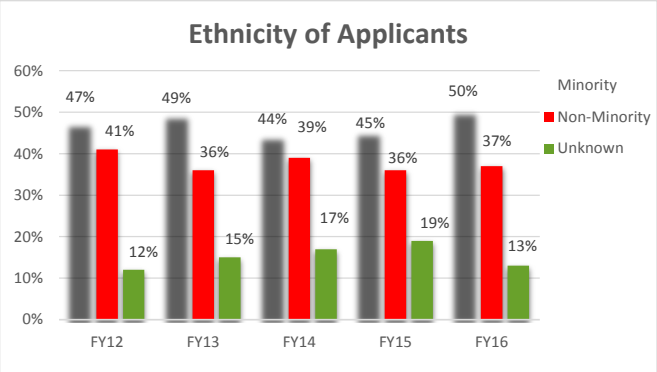
Howard Community College is a great place to work. The college's **"Work Here. Learn Here. Grow Here."** workforce branding, fully integrated online recruitment system, and additional ongoing recruitment training initiatives have been very successful.

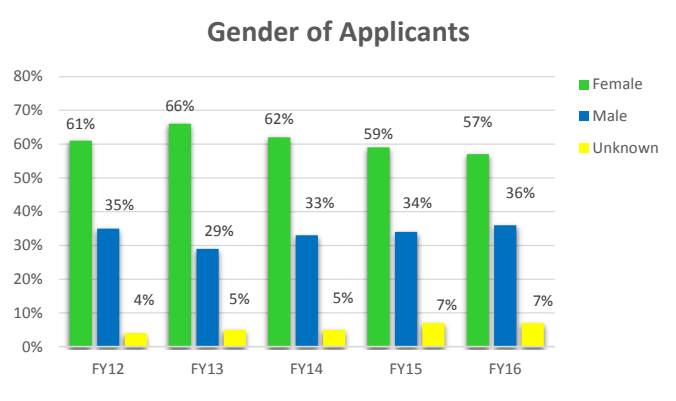
FY16 yielded one and one-half new positions. There were 69 hires including 62 budgeted staff/faculty, five temporary with benefits, and two grant-funded.

Job applicants relied heavily on the HCC employment website to stay abreast of vacancies. In FY16, 48 percent of applicants learned about vacancies on the HCC employment website.

In FY16 there were:

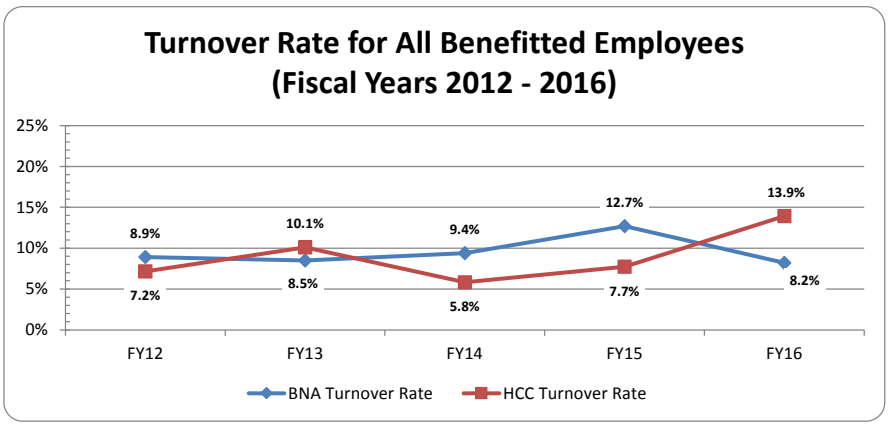
- 347 total recruitments and 8,604 applicants
- 96 recruitments for benefit-eligible positions yielded 3,590 applicants
- 24 faculty positions, 979 applicants
- 72 staff position, 2,611
- 18 adjunct pools yielded 338 applicants
- 37 hourly/temporary positions yielded 1,728 applicants
- 69 new hires: five administrative, 11 faculty (one TWB), 39 professional/technical (six TWB, two of which are grant-funded), and 14 support


Ethnicity of Applicants
60%
50%
40%
30%
20%
10%
0%
47%
41%
12%
49%
36%
15%
44%
39%
17%
45%
36%
19%
50%
37%
13%
FY12
FY13
FY14
FY15
FY16
Minority
Non-Minority
Unknown

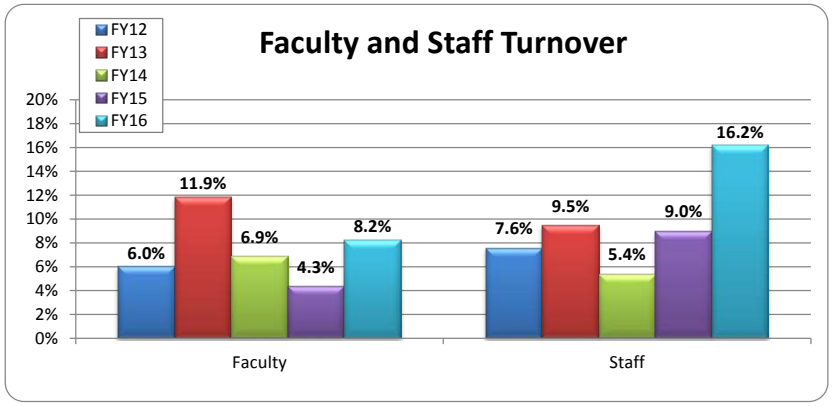

Gender of Applicants
80%
70%
60%
50%
40%
30%
20%
10%
0%
61%
35%
4%
66%
29%
5%
62%
33%
5%
59%
34%
7%
57%
36%
7%
FY12
FY13
FY14
FY15
FY16
Female
Male
Unknown

National

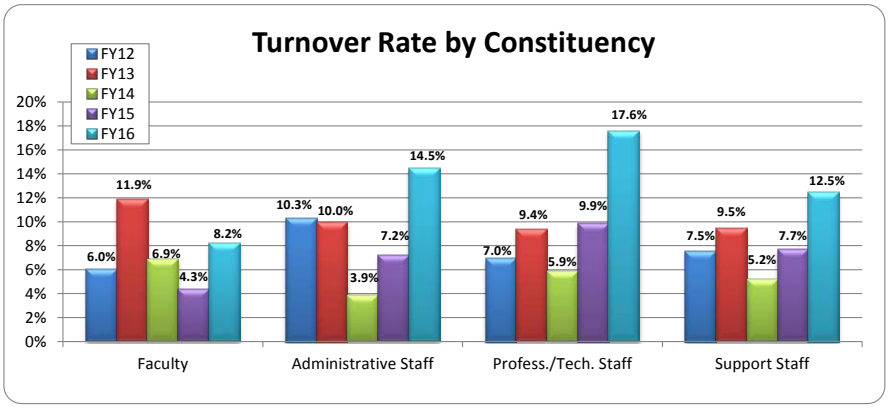
The Bureau of National Affairs' (BNA) national turnover rate for all employers for three quarters in FY16 was 8.2 percent. The BNA figures include all employers in all industries. The increase in turnover is attributed to a better job market, which likely encouraged more workers to explore their options.



Note: FY16 BNA data only had three quarters available: 3rd Q 2015, 4th Q 2015, and 1st Q 2016

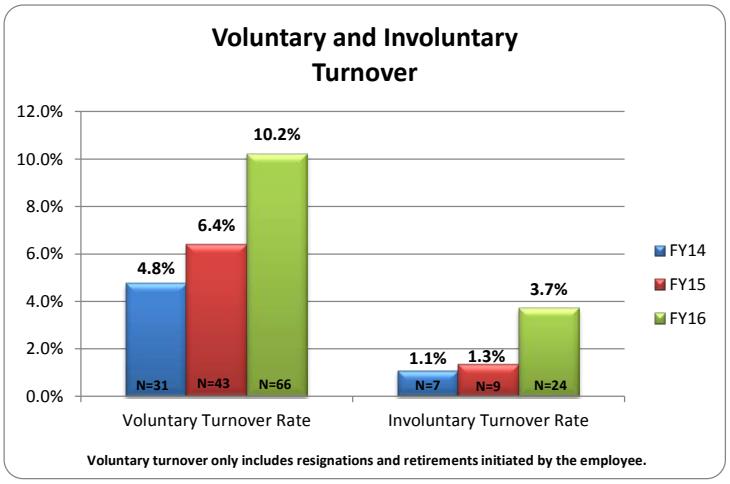


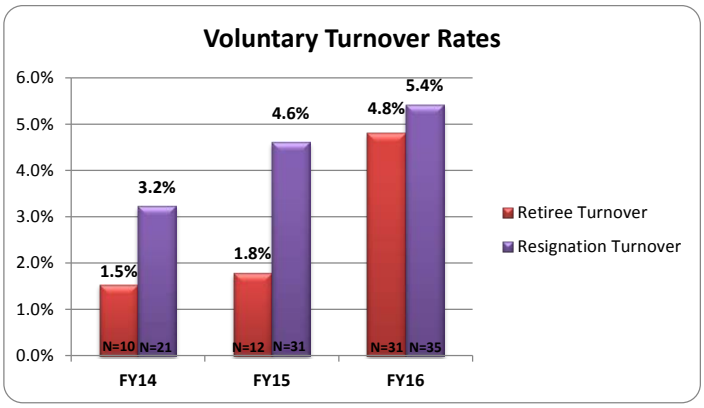
Constituency

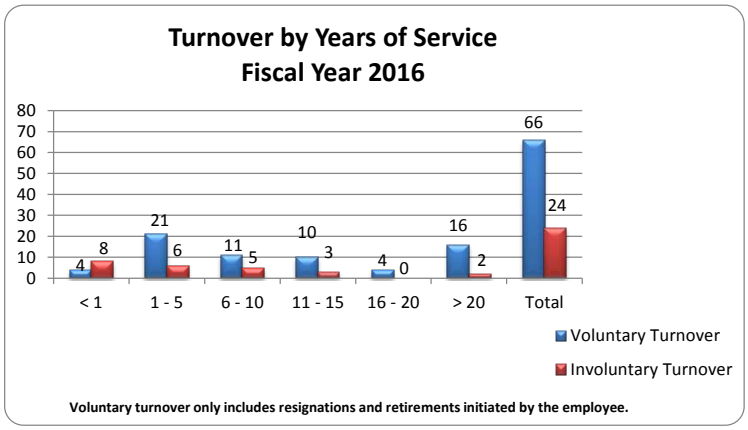


Voluntary and Involuntary Turnover

Voluntary turnover is initiated by the employee such as a resignation or retirement. Involuntary turnover occurs when the employee does not initiate the separation (i.e., dismissal, death, etc.). There were 66 voluntary and 24 involuntary separations in fiscal year 2016.




Voluntary Turnover Rates
6.0%
5.0%
4.0%
3.0%
2.0%
1.0%
0.0%
1.5%
3.2%
1.8%
4.6%
4.8%
5.4%
N=10
N=21
N=12
N=31
N=31
N=35
FY14
FY15
FY16
Retiree Turnover
Resignation Turnover


Turnover by Years of Service
Fiscal Year 2016
80
70
60
50
40
30
20
10
0
4
8
21
6
11
5
10
3
4
0
16
2
66
24
< 1
1 - 5
6 - 10
11 - 15
16 - 20
> 20
Total
Voluntary Turnover
Involuntary Turnover
Voluntary turnover only includes resignations and retirements initiated by the employee.

Separation Reasons

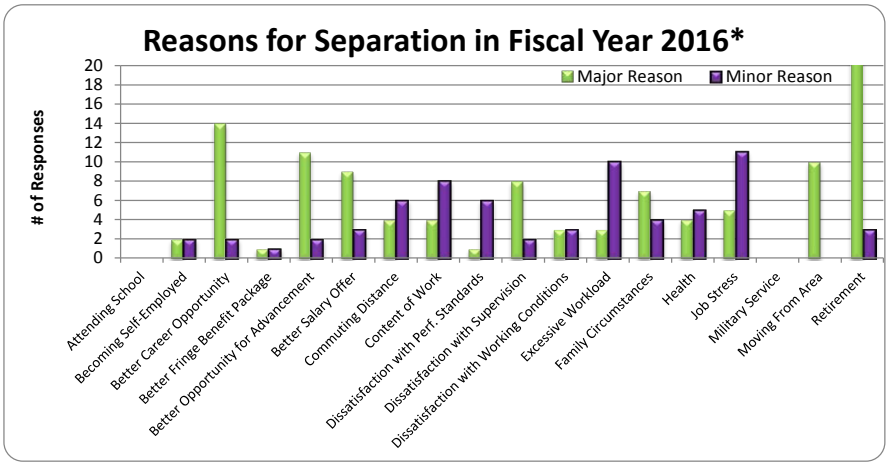
The reasons for turnover are gathered during the exit interview process. Of the 66 employees with *voluntary* separations (resigned or retired), 57 completed the exit questionnaire.

Top Reasons for Separation*

FY16
1. Retirement (23)
2. Better Career Opportunity (14)
3. Better Opportunity for Advancement (11)

FY15
1. Retirement (16)
2. Better Salary Offer (12)
3. Better Career Opportunity (11)

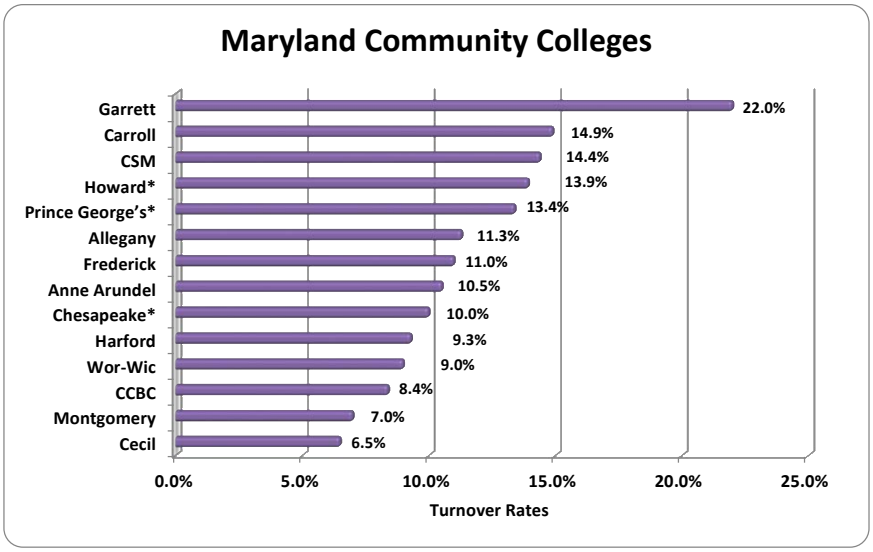
FY14
1. Better Career Opportunity (8)
2. Better Opportunity for Advancement (7)
3. Better Salary Offer (5)



**Employees can and do give more than one reason.*

Maryland Community Colleges

Turnover data was collected from Maryland community colleges with the following results. Not all colleges provided turnover information.



These schools offered a voluntary retirement incentive.

Organizational/Professional Development and Wellness

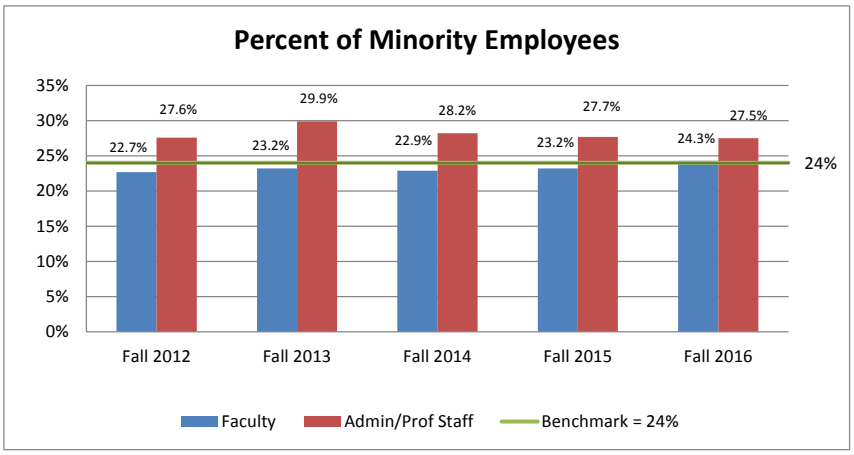
The comprehensive professional development (PD) and training program is designed to deliver learning opportunities for employees to enhance their current skills, acquire and use new skills, and develop their talents, thus increasing personal and organizational effectiveness. Programs offered during FY16 covered a variety of topics including leadership, supervisory, personal enrichment, wellness, and safety.

There were 3,915 participants in 269 instructor-led programs and Star12 (a subscription package of webinars), for which paper evaluations were submitted. The number of attendees consists of employees who may have participated in multiple professional development sessions.

Every effort is made to provide professional development options in a variety of formats in order to meet the needs of employees' diverse learning styles and preferences. To this end, there were 977 participants in an additional 140 programs. These include outside webinars (with the exception of those hosted by Star12), and instructor-led programs for which paper evaluations were not submitted. Of this total, there were 139 evaluations received for 44 webinars, with an average rating of 4.81.

Employees also took advantage of the Professional Development Media Center, which includes books, DVDs, and audio CDs. Eighty-three evaluations were received from

Strategic Benchmark for Diversity-Strategic Goal 2.1



The college values diversity and believes its success is dependent on having a diverse workforce. One of the college's strategic priorities has been to increase the percentage of its minority employees to 24 percent for both faculty and administrative/professional staff. The college would like the faculty and staff to reflect the demographics of Howard County. In addition, the college works with search committees each year to promote a diverse workforce in its candidate selections.

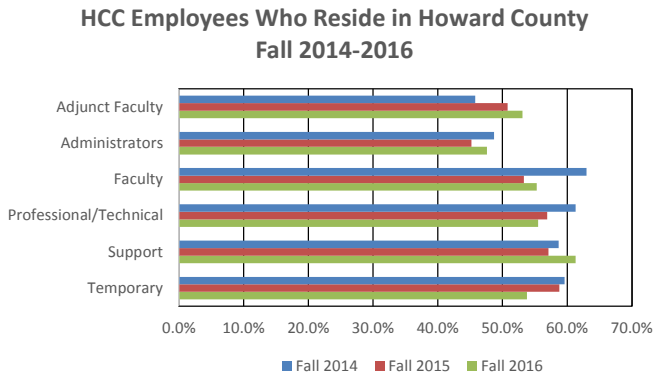
As referenced earlier in the report, the college uses a variety of advertising methods and is continuously striving to increase its diversity by trying new strategies.

Where Employees Live

All Employees*

	Howard County		Out of County		Out of State		TOTAL
	N	*%*	*N*	*%*	*N*	*%*	
Faculty	109	55.3%	83	42.1%	5	2.5%	197
Administrators	40	47.6%	42	50.0%	2	2.4%	84
Professional/Technical	171	55.5%	133	43.2%	4	1.3%	308
Support	49	61.3%	31	38.8%	-	-	80
Adjunct Faculty	292	53.1%	237	43.1%	21	3.8%	550
Temporary	43	53.8%	36	45.0%	1	1.3%	80
	704	54.2%	562	43.3%	33	2.5%	1,299

** data shown for employees paid on 9/15/16*
Note: Adjunct faculty includes credit and noncredit



Employees Hired FY04 to FY17*

	Howard County		Out of County		Out of State		TOTAL
	N	*%*	*N*	*%*	*N*	*%*	
Faculty	74	51.7%	65	45.5%	4	2.8%	143
Administrators	19	40.4%	26	55.3%	2	4.3%	47
Professional/Technical	113	52.3%	99	45.8%	4	1.9%	216
Support	41	60.3%	27	39.7%	-	-	68
Adjunct Faculty	238	50.4%	215	45.6%	19	4.0%	472
Temporary	38	53.5%	32	45.1%	1	1.4%	71
	523	51.4%	464	45.6%	30	2.9%	1,017

** Data shown for employees paid on 9/15/16*
Note: Adjunct faculty includes credit and noncredit

Characteristics of College Employees

Tables showing the characteristics of full-time faculty, non-teaching staff, and part-time credit faculty are accessible through the planning, research, and organizational development web page:
http://www.howardcc.edu/about-us/offices-departments/prod/data-snapshots-trends/

The data for these tables are based on the employee data system (EDS) report submitted to MHEC as of October 31, 2016, payroll, which is fall FY17.

CHARACTERISTICS OF PART-TIME CREDIT FACULTY
HOWARD COMMUNITY COLLEGE
FALL 2012 - 2016

	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016 #	FALL 2016 %	% Change 2015-2016
Total Part-time Faculty	553	645	640	612	622	100%	2%
Gender							
Male	198	245	238	228	220	35%	-4%
Female	355	400	402	384	402	65%	5%
Ethnicity**							
Amer Indian/Alaskan Nat.	2	3	3	2	4	1%	100%
Asian	46	55	57	58	68	11%	17%
Black	107	118	119	107	116	19%	8%
Hispanic (of any race)**	11	20	20	21	20	3%	-5%
Nat Hawaiian/Other Pac Islander**	2	3	2	1	1	0%	0%
White	374	431	423	416	400	64%	-4%
2 or More Races**	3	4	4	-	7	1%	0%
Other/Unknown	7	11	12	7	6	1%	-14%

Note: Non-resident aliens are included in the reported ethnicity/race category above.

CHARACTERISTICS OF PART-TIME NONCREDIT FACULTY
HOWARD COMMUNITY COLLEGE
FALL 2012 - 2016

	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016 #	FALL 2016 %	% Change 2015-2016
Total Part-time Faculty	112	99	133	112	118	100%	5%
Gender							
Male	35	31	34	30	33	28%	10%
Female	77	68	99	82	85	72%	4%
Ethnicity**							
Amer Indian/Alaskan Nat.	1	-	1	1	1	1%	0%
Asian	5	7	4	4	4	3%	0%
Black	19	15	21	19	18	15%	-5%
Hispanic (of any race)**	5	4	6	9	4	3%	-56%
Nat Hawaiian/Other Pac Islander**	-	1	1	1	1	1%	0%
White	82	72	97	75	89	75%	19%
2 or More Races**	-	-	1	-	-	0%	0%
Other/Unknown	-	-	2	3	1	1%	-67%

Note: Non-resident aliens are included in the reported ethnicity/race category above.

CHARACTERISTICS OF FULL-TIME CREDIT FACULTY
HOWARD COMMUNITY COLLEGE
FALL 2012 - 2016

	FALL				FALL		% Change
	2012	2013	2014	2015	2016		2015-2016
					#	%	
Total Full-time Faculty	177	181	189	193	197	100%	2%
10-month	139	143	149	151	151	77%	0%
12-month	38	38	40	42	46	23%	10%
Gender							
Male	59	58	61	64	65	33%	2%
Female	118	123	128	129	132	67%	2%
Ethnicity**							
Amer Indian/Alaskan Nat.	-	-	-	-	-	0%	0%
Asian	15	18	17	17	19	10%	12%
Black	27	25	28	29	31	16%	7%
Hispanic (of any race)**	3	3	3	3	4	2%	33%
Nat Hawaiian/Other Pac Islander**	-	-	-	-	-	0%	0%
White	131	135	140	144	142	72%	-1%
2 or More Races**	-	-	1	-	-	0%	0%
Other/Unknown	1	-	-	-	1	1%	0%
Highest Degree							
Less Than Bachelor's	3	4	2	2	4	2%	100%
Bachelor's	7	9	7	8	8	4%	0%
Master's	117	119	124	123	126	64%	2%
Certificate of Advanced Study	3	1	2	4	3	2%	-25%
First Professional	-	-	-	-	-	0%	0%
Doctorate	47	48	54	55	56	28%	2%
Unknown	-	-	-	1	-	0%	-100%
Academic Rank							
Professor	50	49	50	55	54	27%	-2%
Associate Professor	43	50	57	56	63	32%	13%
Assistant Professor	58	58	58	57	55	28%	-4%
Instructor	24	24	24	25	25	13%	0%
Lecturer	2	-	-	-	-	0%	0%
Years at HCC							
Average Years	10.95	10.30	10.12	10.27	9.77		
<1	10	24	17	9	17	9%	89%
1 - 5	49	50	59	71	66	34%	-7%
6 - 10	43	41	47	48	47	24%	-2%
11 - 15	28	24	26	21	23	12%	10%
16 - 20	18	15	13	16	20	10%	25%
>20	29	27	27	28	24	12%	-14%

Note: Non-resident aliens are included in the reported ethnicity/race category above.

ATTACHMENT II (HCC)

HOWARD COMMUNITY COLLEGE
You Can Get There From Here.

STAFF SALARY SCHEDULE

Effective: July 1, 2016

STAFF SALARY SCHEDULE (Exempt and Non-Exempt)

Category	Grade	Compensation Type	MINIMUM		MIDPOINT		MAXIMUM	
			Hourly*	Annual*	Hourly	Annual	Hourly	Annual
ADMINISTRATIVE (EXEMPT)	20	Salary		$97,354		$127,896		$158,439
	19	Salary		$89,645		$117,768		$145,892
	18	Salary		$82,546		$108,442		$134,339
	17	Salary		$76,008		$99,855		$123,701
	16	Salary		$69,989		$91,947		$113,905
	15	Salary		$64,448		$84,666		$104,885
PROFESSIONAL/TECHNICAL (EXEMPT OR NON-EXEMPT)	14	Hourly A	$30.31	$59,334	$39.83	$77,961	$49.34	$96,579
		Hourly P	$30.31	$63,287	$39.83	$83,165	$49.34	$103,022
	13	Hourly A	$27.92	$54,644	$36.67	$71,788	$45.43	$88,931
		Hourly P	$27.92	$58,297	$36.67	$76,567	$45.43	$94,858
	12	Hourly A	$25.70	$50,317	$33.77	$66,102	$41.83	$81,888
		Hourly P	$25.70	$53,662	$33.77	$70,512	$41.83	$87,341
	11	Hourly A	$23.67	$46,332	$31.09	$60,868	$38.52	$75,404
		Hourly P	$23.67	$49,423	$31.09	$64,916	$38.52	$80,430
	10	Hourly A	$21.80	$42,674	$28.63	$56,043	$35.47	$69,433
		Hourly P	$21.80	$45,518	$28.63	$59,779	$35.47	$74,061
	9	Hourly A	$20.07	$39,287	$26.37	$51,619	$32.66	$63,934
		Hourly P	$20.07	$41,906	$26.37	$55,061	$32.66	$68,194
	8	Hourly A	$18.48	$36,175	$24.28	$47,528	$30.07	$58,871
		Hourly P	$18.48	$38,586	$24.28	$50,697	$30.07	$62,786
SUPPORT (NON-EXEMPT)	7	Hourly A	$17.01	$33,297	$22.35	$43,750	$27.69	$54,209
		Hourly P	$17.01	$35,517	$22.35	$46,667	$27.69	$57,817
	6	Hourly A	$15.67	$30,674	$20.58	$40,285	$25.50	$49,916
		Hourly P	$15.67	$32,719	$20.58	$42,971	$25.50	$53,244
	5	Hourly A	$14.43	$28,247	$18.96	$37,114	$23.48	$45,964
		Hourly P	$14.43	$30,130	$18.96	$39,588	$23.48	$49,026
	4	Hourly A	$13.28	$25,996	$17.45	$34,158	$21.62	$42,324
		Hourly P	$13.28	$27,729	$17.45	$36,436	$21.62	$45,143
	3	Hourly A	$12.23	$23,940	$16.07	$31,457	$19.91	$38,972
		Hourly P	$12.23	$25,536	$16.07	$33,554	$19.91	$41,572
	2	Hourly A	$11.26	$22,041	$14.80	$28,971	$18.33	$35,886
		Hourly P	$11.26	$23,511	$14.80	$30,902	$18.33	$38,273
	1	Hourly A	$10.37	$20,299	$13.63	$26,681	$16.88	$33,044
		Hourly P	$10.37	$21,653	$13.63	$28,459	$16.88	$35,245

Hourly A: Administrative Staff (37.5 hrs/wk - 1957.5 hrs/yr)
Hourly P: Plant Staff (40 hrs/wk - 2088 hrs/yr)

** Exempt compensation is based on an annual salary. Non-exempt compensation is based on an hourly rate; annual amount is an estimate only, based on estimated work hours in each fiscal year.*

HCC Office of Human Resources *annual\Salary Schedules_FY17.xlsx -- Staff Tab 6/15/16*

HCC PAY GRADES BY ETHNICITY

Pay Grades by Ethnicity

Staff Pay Scale http://www.howardcc.edu/about-us/offices-departments/human-resources/documents/staff-salary-schedule-fy2017.pdf
Faculty Pay Scale http://www.howardcc.edu/about-us/offices-departments/human-resources/documents/facultysalaryschedule_FY2017.pdf

Grade	White	%	Black	%	Native Amer	%	Asian	%	Pacific Isl	%	Other
20	3	75%	1	25%	0	0%	0	0%	0	0%	0
19	1	50%	0	0%	0	0%	1	50%	0	0%	0
18	9	100%	0	0%	0	0%	0	0%	0	0%	0
17	8	62%	3	23%	0	0%	2	15%	0	0%	0
16	16	80%	4	20%	0	0%	0	0%	0	0%	0
15	26	72%	6	17%	0	0%	3	8%	0	0%	0
14	36	67%	14	26%	0	0%	2	4%	0	0%	0
13	49	64%	18	23%	0	0%	6	8%	0	0%	0
12	32	74%	6	14%	0	0%	2	5%	0	0%	0
11	24	62%	9	23%	1	3%	5	13%	0	0%	0
10	29	67%	8	19%	0	0%	4	9%	0	0%	0
9	11	39%	12	43%	0	0%	4	14%	0	0%	0
8	19	59%	8	25%	0	0%	1	3%	0	0%	0
7	10	53%	5	26%	0	0%	1	5%	0	0%	0
6	4	40%	5	50%	0	0%	0	0%	1	10%	0
5	0	0%	4	67%	0	0%	2	33%	0	0%	0
4	1	8%	9	69%	0	0%	2	15%	0	0%	0
3	5	16%	12	39%	0	0%	14	45%	0	0%	0
2	0	0%	0	0%	0	0%	0	0%	0	0%	0
1	0	0%	0	0%	0	0%	0	0%	0	0%	0
Faculty	143	73%	31	16%	0	0%	19	10%	0	0%	0

Note: The president has no grade level on the pay scale

%	Two or More	%	Hispanic	%	Total
0%	0	0%	0	0%	4
0%	0	0%	0	0%	2
0%	0	0%	0	0%	9
0%	0	0%	0	0%	13
0%	0	0%	0	0%	20
0%	0	0%	1	3%	36
0%	0	0%	2	4%	54
0%	2	3%	2	3%	77
0%	1	2%	2	5%	43
0%	0	0%	0	0%	39
0%	0	0%	2	5%	43
0%	0	0%	1	4%	28
0%	1	3%	3	9%	32
0%	1	5%	2	11%	19
0%	0	0%	0	0%	10
0%	0	0%	0	0%	6
0%	0	0%	1	8%	13
0%	0	0%	0	0%	31
0%	0	0%	0	0%	0
0%	0	0%	0	0%	0
0%	0	0%	4	2%	197
					676

ATTACHMENT III (HCC)

HOWARD
COMMUNITY COLLEGE
You Can Get There From Here.

DIVERSITY PLAN

Effective July 2011

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MESSAGE FROM THE PRESIDENT

Picture a world in which music had just one note. Art had just one color. Food had just one flavor. That world would be very boring!

Fortunately, our world is rich with diverse sights, sounds, and sensations. And as more new Americans come to live in our area, Howard County is fortunate to have an ever-growing vibrancy of global and cultural perspectives that expands our view of the world.

Howard Community College places great value on this richness of diversity. Students and employees grow both professionally and personally as they understand and enjoy varying views and cultures.

The Diversity Plan seeks to foster that growth through a wide range of efforts from hiring practices to providing educational opportunities for faculty and staff to learn about diverse cultures and perspectives. Your support and participation in the plan is welcomed and appreciated.

Kathleen Hetherington, Ed.D.
President
Howard Community College

II. INTRODUCTION

The board of trustees of Howard Community College (HCC) has committed the college to an ongoing diversity program and to regularly review progress toward the objectives of the diversity plan. The college president has appointed the diversity committee to lead, oversee and manage this plan. HCC's diversity programs will encourage respect of all ages, genders, sexual orientations, races, religions, ethnic backgrounds, abilities, and disabilities as well as the values of equal rights, equal access, and equal treatment. In order to assure success, all members of the college community must vigorously accept their responsibility of supporting the college's strategic priority to incorporate diversity into the fabric of the institution. Diversity and affirmative action (see Appendix A) commitment originates with the board of trustees and filters throughout every facet of the institution.

The diversity committee consists of representatives from all college constituencies to promote diversity throughout HCC. Specifically, membership must include, but is not limited to:

- two faculty members;
- two support staff employees;
- two professional/technical employees;
- one administrative employee;
- one student;
- two at-large employees;
- associate vice president of human resources (ex officio);
- coordinator of the institution's compliance with Section 504 of the Rehabilitation Act of 1973 (see Appendix A; ex officio);
- director of student life (ex officio); and
- other members as needed to carry out the duties of the committee.

The president will select the following term's chairperson(s) from the membership of the committee. Any member of the college community wishing to serve on this committee should send a written request to the diversity chairperson(s). Upon the recommendation of the current chairperson(s), membership is by appointment of the college president. The criteria for membership will include consideration for representation sensitive to all ages, genders, sexual orientations, races, religions, ethnic backgrounds, abilities, and disabilities whenever and wherever possible. Diversity committee members are expected to serve for at least a period of two years. The student representative(s) is/are recommended to serve one-year terms. The chairperson(s) will recommend members for reappointment prior to the last meeting of the fiscal year. If any member misses more than fifty percent of the diversity committee meetings held in a fiscal year, that member's term is automatically ended and a new member shall be appointed, if necessary. Replacements will fill the unexpired term of the original member. At the end of each academic year, the chairperson(s) will recruit new members to fill potential vacancies.

Additional details can be found in the academic and administrative procedure, Diversity Committee – 61.10.01 (see Appendix B), and related personnel policies and procedures are made publicly available through the college's website.

III. DIVERSITY OBJECTIVES

A. The diversity plan and all related policies will serve as guidelines for the achievement of equal employment opportunity at the college:

   i. ensuring that each recruitment makes a reasonable effort to seek out applicants from underrepresented groups in order to provide a diverse applicant pool (contributing to HCC's Strategic Goal 2.1, see Appendix C); avoiding discrimination on the basis of race, color, religion, gender, age, national origin, sexual orientation, disability, veterans status, marital status, or political opinion, and ensuring vigilance in eliminating any such discrimination; and
   ii. using an internal complaint resolution mechanism whereby any complainant can internally resolve grievances (see Appendix B personnel procedure, Discrimination Complaint Procedures – 63.01.01); and

B. The college community is committed to meeting educational needs that promote sensitivity and value diversity by proactively identifying areas in which programs may be needed (training shall be open to employees and students, as appropriate) and encouraging the development and continual improvement of a curriculum of inclusion.

IV. DISSEMINATION OF DIVERSITY AND EQUAL OPPORTUNITY INFORMATION

The college's diversity plan and related administrative and personnel policies are publicly available via the college's website. In addition, communications will be sent to college employees via e-mail, president's update, employee orientations and training programs, constituency group meetings, and posted in various areas around the college campus. The equal opportunity clause shall be incorporated in all purchase orders, leases, contracts, etc., covered by Executive Order 11246 (see Appendix A), as amended, when applicable, and all implementing regulations.

V. RESPONSIBILITY FOR IMPLEMENTATION

All employees have an important role in the implementation of this plan. While additional responsibilities may be outlined in annual strategic planning, core work, and individual job descriptions, several notable accountabilities include the following:

A. President –

The president has ultimate authority for implementation of this plan and has chosen to delegate key implementation roles to the diversity committee and the associate vice president of human resources. The president provides direction to these key units, the president's team, and others involved with supporting diversity plan goals to comply with the college's commitment.

B. Diversity Committee –

The diversity committee will:

1. promote and advocate diversity within the college;
2. review and update the diversity plan, and college policies annually; submit plan and report to the board of trustees by May 1 and to MHEC by August 1 each year in accordance with state law;
3. provide reasonable and realistic recommendations for areas of the college where disparity exists in the workforce, academic affairs, and/or student services, when applicable;
4. provide a voting member who has completed the required training to serve on selection committees in accordance with personnel procedure 63.02.03 (see Appendix B) to monitor equitable recruitment and selection;
5. plan and implement, or co-sponsor diversity programming for the college community, maintaining the standards for designating a program as appropriate for diversity credit (the college will provide a budget for required trainings);
6. provide financial support to student life to help pay for diversity-related programs that are aimed at students but also offer diversity credit for employees;
7. review the college's annual employee and student survey data pertaining to the climate of diversity on campus; and
8. prepare an annual report to the college president, also available to the college community, on the operations, accomplishments, and future recommendations of the committee.

C. Office of Human Resources and Associate Vice President Of Human Resources –

The associate vice president of human resources with the assistance of the office of human resources will:

1. serve as a resource on affirmative action to the college community;
2. serve as an advisor in matters of affirmative action and equal employment opportunity to all college employees with supervisory and hiring responsibilities;

3. develop reports on an annual basis that statistically analyze HCC's recruitments, job applicants, hirings, promotions, terminations, and progress toward the college's diversity priority (specifically, Strategic Goal 2.1, see Appendix C) and affirmative action goals (where applicable), for the college president and the diversity committee;
4. keep the college administration and diversity committee informed of the latest developments in the areas of equal opportunity and affirmative action;
5. ensure that search committees for all budgeted full-time faculty and staff positions classified at grade 12 level and above include a current or past member of the diversity committee, and monitor all such selection committees to ensure diverse representation in accordance with personnel procedure, Selection of Faculty and Staff – 63.02.03 (see Appendix B); and
6. provide training to all search committee members, for budgeted positions at grade 12 and above and all full-time faculty positions, on employment laws and diversity sensitivity related to recruitments.

D. All employees with hiring involvement and/or supervisory responsibility have responsibility to -

1. create, through their work environments and contacts with the community, a campus that upholds the concepts outlined in this plan and provides equal opportunity for all;
2. ensure that all employment practices are conducted in a lawful nondiscriminatory manner;
3. monitor the progress toward equal employment opportunity and affirmative action of all units under their supervision;
4. conduct regular discussions with their staff to assure the college's policies are implemented. This responsibility should be seen as an integral part of their duties and evaluation;
5. establish an atmosphere that is conducive to implementing the directives of the president and the board of trustees;
6. familiarize themselves with and adhere to all related college policies and procedures and will consult with the associate vice president of human resources if clarification or interpretation is required; and
7. attend required training sessions prior to or concurrent with serving on a search committee.

E. Howard Community College Employees –

1. Each budgeted staff member and full-time faculty member must participate in at least two diversity programs or trainings per year; and

2. All college employees must treat other employees, students, vendors, visitors, and any other individuals on campus with respect and dignity at all times, in accordance with college policies on discrimination and diversity.

F. Students –

HCC recognizes the critical role of an educational institution in preparing its students to become contributing members and leaders within a global community. In support of the college's mission/vision/values (see Appendix C), through instruction and programming, support for a diverse community, and examples by faculty and staff, the college will encourage students to:

1. be respectful of all people and become advocates for the respectful treatment of others;
2. cultivate an appreciation for the differences of others;
3. explore and seek out opportunities to learn about different points of view and human experiences;
4. develop a set of communication competencies to help improve interactions with people of diverse backgrounds; and
5. attend college-sponsored and community diversity programs.

APPENDIX A
SUMMARY OF DEFINITIONS AND APPLICABLE LAWS

The following definitions, laws, regulations, and orders constitute some of the legal requirements for equal employment, educational opportunities, and affirmative action:

Howard Community College's Affirmative Action definition
HCC's affirmative action includes proactive steps to recruit and retain minorities. In recruiting, the college advertises with sources directed specifically at minority candidates in order to improve the diversity of the candidate pool. For the current workforce, the college has a comprehensive diversity plan which includes objectives to improve knowledge of and sensitivity to minority issues, and aids in the retention of minorities. HCC does not provide quotas or preferences for minorities in hiring or advancement; those decisions are based solely on the qualifications of the candidates under consideration.

Age Discrimination Act of 1975
The Age Discrimination Act of 1975 prohibits discrimination on the basis of age in programs or activities receiving federal financial assistance. While the Department of Health and Human Services is the lead agency for developing general regulations, any federal agency that extends federal financial assistance shall seek to achieve compliance with the agency's regulations.

Age Discrimination in Employment Act of 1967
The Age Discrimination in Employment Act prohibits discrimination for persons age 40 and over except where age is a BFOQ (bona fide occupational qualification). It is very rare for age to ever be a BFOQ at Howard Community College; however, there may be a few exceptions such as related to the hiring of an actor or actress for a college play where age may be allowed to factor into the selection criteria but will never be a sole factor in the selection process. The Equal Employment Opportunity Commission enforces this law.

Americans with Disabilities Act of 1990 and Americans with Disabilities Act Amendments Act of 2008
Howard Community College will ensure that no qualified person with a disability shall, on the basis of the disability, be subjected to discrimination in employment, recruitment, training, admissions, testing, program of study, student activities, etc.

As a part of the college's plan, it will implement an awareness program that will educate potential supervisors, faculty, and other HCC staff about the contributions, capabilities, and needs of persons with disabilities in the work force and in postsecondary education. Information regarding appropriate, reasonable accommodations is provided on a continuing basis. The associate vice president of human resources and the 504/ADA coordinator will be consulted on matters of reasonable accommodation, as necessary.

Identification is an important part of the college's plan. All HCC applicants are given the opportunity to voluntarily identify themselves as disabled at the time of application on

the HCC voluntary self-disclosure form. Employees and applicants also may self-disclose to either the 504/ADA coordinator or associate vice president of human resources if a reasonable accommodation is to be requested. Students can volunteer this information either through the admissions office, the test center, or by contacting the student support services program.

The objective of HCC's recruitment program is to recruit qualified persons with a disability for both admission into the college as well as for employment. The college ensures that all admission selection criteria and employment selection criteria are free from discrimination against persons with disabilities.

The Equal Pay Act of 1963 and Lily Ledbetter Fair Pay Act of 2009

The Equal Pay Act, amended by the Education Amendments of 1972, covers all employers who are covered by the Fair Labor Standards Act of which it is a part. This act forbids pay differentials on the basis of sex; it is enforced by the Equal Employment Opportunity Commission. The Lily Ledbetter Fair Pay Act of 2009 changes the statute of limitations for filing a pay discrimination claim.

Executive Order 11246 (1965)

Executive Order 11246 covers all employers with government contracts or subcontracts of more than $10,000, with some rare exceptions. It also applies to contractors and subcontractors of construction projects financed in whole or in part by federal funds. It required that every contract contain a clause against discrimination because of race, color, religion, sex, or national origin. In addition, Revised Order No. 4, based on Executive Order 11246, requires contractors and subcontractors with 50 or more employees and contracts totaling $50,000 or more to develop and carry out a written Affirmative Action Program. As of October 1, 1978, this executive order is enforced by the Office of Federal Contract Compliance of the Department of Labor for all federal contracting agencies.

Genetic Information Nondiscrimination Act of 2008 (GINA)

GINA prohibits employers, employment agencies, unions, and joint labor-management training committees from discriminating based on an individual's "genetic information." GINA also amends ERISA to prohibit group health plans and group health insurance issuers from using genetic information to calculate premiums, determine eligibility, or make other underwriting decisions. In addition, use or disclosure of genetic information for underwriting purposes is a violation of the Health Insurance Portability and Accountability Act (HIPAA).

Maryland Fair Employment Practices Act

The Maryland Fair Employment Practices Act (Article 49B, Annotated Code of Maryland) prohibits discrimination in employment on the basis of race, color, religion, sex, age, national origin, marital status, sexual orientation, genetic information, or physical or mental disability. The Maryland Commission on Human Relations has enforcement authority.

Pregnancy Discrimination Act

Amends Title 7 to prohibit discrimination based on pregnancy, childbirth or related conditions; requires employers to treat pregnancy the same as any other temporary disability.

Rehabilitation Act of 1973
The Rehabilitation Act of 1973, amended by the Rehabilitation Act Amendments of 1974, prohibits discrimination on the basis of disability in employment by federal contractors with contracts of $10,000 and in programs and activities receiving federal financial assistance. This Act is administered by the U.S. Department of Labor.

Title IX of the Education Amendment of 1972
Title IX prohibits sex discrimination in education programs or activities that receive federal financial assistance. The law is enforced by the Office for Civil Rights, Department of Education.

Titles VI and VII of the Civil Rights Act of 1964 and Civil Rights Act of 1991
Title VI prohibits discrimination on the basis of race, color or national origin, and gender in programs or activities receiving federal financial assistance. The law is enforced by the Office for Civil Rights, Department of Education. Title VII of the Civil Rights Act of 1964, amended by the Equal Employment Opportunity Act of 1972, with some very limited exceptions, applies to all employers with 15 or more employees. It bans all discrimination in employment because of race, color, religion, gender, or national origin. It covers all terms and conditions of employment, including, but not limited to, hiring, transfers, promotions, compensation, access to training. This law also prohibits sexual harassment and harassment based on other protected categories. Title VII is administered and enforced by the Equal Employment Opportunity Commission.

Vietnam Era Veteran's Readjustment Assistance Act of 1972 (amended in 2002 by the Jobs For Veterans Act)
The Vietnam Era Veteran's Readjustment Assistance Act of 1972 (and subsequent amendments) requires government contractors with contracts of $100,000 or more to take affirmative action to employ and advance in employment disabled veterans of the Vietnam Era. Responsibility for administration and enforcement of the Act is delegated to the U.S. Department of Labor. Contractors with federal contracts of $100,000 or more must file a supplemental report, titled VETS-100 by September 30 of each year.

Vocational Education Act of 1963
The Vocational Education Act of 1963, revised by Title II of the Education Amendments of 1976, provides direction for state and national vocational education programs. One of the purposes of the state programs is to develop and carry out programs of vocational education so as to overcome sex discrimination and sex stereotyping, and thereby furnish equal educational opportunities in vocational education to persons of both sexes. This law is administered by the Office for Civil Rights of the Department of Education.

APPENDIX B
RELEVANT HOWARD COMMUNITY COLLEGE POLICIES AND PROCEDURES

Diversity Committee – 61.10.01
(http://www.howardcc.edu/about_hcc/organizational_leadership/administrative_policies_procedures/61-Executive-Management/61.10.01-Diversity-Committee.html)

Discrimination Complaint Procedures Procedure – 63.01.01
(http://www.howardcc.edu/Visitors/HR/Policies/63-01/63-01-01.html)

Selection of Faculty and Staff Procedure – 63.02.03
(http://www.howardcc.edu/Visitors/HR/Policies/63-02/63-02-03.html)

APPENDIX C
HOWARD COMMUNITY COLLEGE'S CURRENT STRATEGIC PLAN

Howard Community College
Strategic Plan
Fiscal Years 2010–2015

Mission Providing pathways to success

Vision A place to discover greatness in yourself and others

Values **I N S P I R E S**

Innovation
Nurturing
Sustainability
Partnerships
Integrity
Respect
Excellence
Service

Strategic Goal #1. Student Success and Lifelong Learning		
1.1	***Increase percentage of developmental completers, 4 years after entry to HCC, from 35.8% (fall 2003 cohort) to 40%* (fall 2006 cohort).***	
	Lead	**Action Plans for 2009–2011**
1.1A	VPSS VPAA	Implement College Readiness Program by testing 11th grade English "regular" students enrolled at all (12) HCPSS high schools and assisting student who fall short of being college ready.
1.1B	VPAA	Investigate best practice peers and formulate a plan to increase number of developmental completers.
1.2	***Increase student successful-persistence rate after 4 years for all students from 73.2% (fall 2003 cohort) to 80%* (fall 2006 cohort).***	
1.2A	VPSS	Study impact of new academic standing policy.
1.2B	VPSS	Design an early warning tracking system to allow faculty and staff to flag at-risk students, notify appropriate personnel, and connect students to appropriate resources.
1.2C	VPAA	Develop outcomes for First Year Experience (FYE) courses and select metrics to track improved student learning.
1.3	***Increase student graduation and transfer rate after 4 years for all students from 51.9% (fall 2003 cohort) to 60%* (fall 2006 cohort).***	

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1.3A	VPAA	Identify gateway courses and pilot interventions to improve student success utilizing best practices from the *Achieve the Dream* project and others.
1.3B	VPAA	Revamp the general education core and track impact on degree completion.
Strategic Goal #2. Organizational Excellence		
2.1	***Increase percentage of minority employees to reflect county demographics from fall 2007 rates of 22.1% faculty and 20.9% staff to 23%* for both.***	
	Lead	**Action Plans for 2009-2011**
2.1A	VPAF	Improve faculty and staff recruitment efforts and outcomes.
2.2	***Increase stakeholder satisfaction for students from spring 2008 rates of: 37.5% credit students; to spring 2014, rate of TBA% and for employees from fall 2007 rate of 4.29 to fall 2012 rate of 4.35.***	
2.2A	VPAF VPSS	Examine workload, redistribute responsibilities, and create efficiencies to ensure continued quality service to students and one another given projected stationery staffing levels.
2.3	***Increase development/training expenditure per FTE employee from $828 in FY07 to $900.***	
2.3A	VPAF	Explore opportunities for faculty and staff to design, lead, and share professional development opportunities in-house and establish Maryland Occupational Safety and Health (MOSH) training benchmarks for areas.
2.4	***Reduce HCC's carbon footprint from 3.7 MMBTUs*/FTE (fall 2007) to 3.1 MMBTUs/FTE (fall 2012). (*metric tons of carbon dioxide emissions)***	
2.4A	VPAF	The Facilities and Sustainability Team (FAST) will define and implement metrics for sustainability.

Strategic Goal #3. Building Partnerships		
3.1	***Increase resources provided to provide scholarships and facilities to students.***	
	Lead	**Action Plans for 2009–2011**
3.1A	VPIT	Continue a $4,000,000 capital campaign. Raise $1,300,000 by the end of FY11 for scholarships, endowments, and capital projects.
3.1B	VPIT	Increase the competitive grant income from $2,500,000 in FY11 to $3,000,000 by the end of FY15.
3.2	***Increase opportunities to serve the regional needs.***	
3.2A	VPSS	Refine the adult learner initiative, involving the weekend college, veterans, and distance learning courses. Increase the percentage of enrollment of students between the ages of 25 and 44.
3.2B	VPAA	Implement the Southeast Healthcare Initiative Project.

3.2C	VPSS	Increase the draw rate of HCPSS recent high school graduates to 26 percent by continuing to promote the honors brand while also providing outreach to at-promise high school students and students in the middle.

Notes: Board of trustees last approved mission, vision, values, and goals: May 26, 2010.
*Board of trustees approved benchmarks: September 27, 2006.

Howard County Government

HOWARD COUNTY GOVERNMENT

I. Overview of the Howard County Government

According to the County's Office of Human Resources ("County HR Office"), the Howard County Government (the "County Government") employs nearly 4,000 full-time and part-time people in various departments, including:

(1) Community Resources and Services;
(2) Corrections;
(3) County Administration;
(4) Finance;
(5) Fire and Rescue Services;
(6) Housing;
(7) Inspections, Licenses, and Permits
(8) Office of Law
(9) Police
(10) Planning and Zoning
(11) Public Works
(12) Recreation and Parks
(13) Technology and Community Services

While the County HR Office serves as the central HR resource for all County departments, the Howard County Police Department also has its own resources for its human resource needs. Additionally, while all County Departments largely follow the same hiring practices, the County's Police Department, Department of Corrections, and Department of Fire and Rescue Services have their own recruitment and promotion practices.

Accordingly, the Commission not only requested documents from the County HR Office for its study, but it also requested documents separately from the Police Department, Department of Corrections, and Department of Fire and Rescue Services. Separate interviews were also conducted with: (1) Wanda Hutchinson (the County's Human Resources Administrator) from the County HR Office; (2) Chief Gary Gardner (Chief of Police), Major Luther Johnson (Administrative Command), and Captain Lisa Myers (Human Resources Bureau) from the Police Department; (3) Deputy Director Patricia Schupple from the Department of Corrections; and (4) Assistant Chief Louis Winston from the Department of Fire and Rescue. All those who provided documents and agreed to be interviewed were very cooperative and supportive of the Commission's efforts to conduct this study.

As detailed below, the human resource practices of the County Government and its departments are largely either legislatively prescribed by the Howard County Code and/or determined by procedures and policies enacted by the County HR Office and/or the County departments themselves. The County Government's human resource practices follow the letter and spirit of the law that governs them, and the human resource policies and procedures are indicative of this County's commitment to maintaining a diverse and discrimination-free workforce.
According to data provided by the County HR Office, certain minorities are underrepresented in County Government positions when compared to the racial and ethnic composition of the County itself. This, however, is not for a lack of effort or commitment to a diverse workplace. Indeed, it is evident and clear that the County Government is committed to employing a diverse workforce, and it is this Commission's opinion that the County Government is doing everything it can to recruit,

hire, and promote a diverse workforce using policies and procedures that are reflective of that commitment. Rather, as noted below, the underrepresentation of certain minorities appears to be an issue that county governments face nationwide and which has largely gone unanswered.

This Commission is committed to addressing that issue – even if it has not been addressed by others before – and proposes to create a separate committee within the Commission as an ongoing effort to speak to different community organizations representing different racial and ethnic populations to address that issue.

II. Recruitment, Hiring and Promotion (and Retention)

As noted above, while the County HR Office serves as the central HR resource for all County departments, the Howard County Police Department also has its own resources for its human resource needs. Additionally, while all County Departments largely follow the same hiring practices, the County's Police Department, Department of Corrections, and Department of Fire and Rescue Services have their own recruitment and promotion practices. Accordingly, the practices of the County Government are addressed first, and different practices employed by the County's Police Department, Department of Corrections, and Department of Fire and Rescue Services are then addressed in turn below.

A. County Government

As an initial matter, it is worth noting that a vast majority of the County Government's human resources practices are prescribed in Title 1 (Human Resources), Subtitle 1 (Human Resources Administration) of the Howard County Code. As set forth in §§ 1.101 and 1.102, the County's Chief Administrative Officer, who also serves as the County's Personnel Officer ("Personnel Officer"), and Human Resources Administrator are assigned primary responsibility over the County Government's recruiting, hiring and promotion practices, which are addressed in turn below. Notably, the current Personnel Officer identifies as an African-American male, and the current Human Resources Administrator currently identifies as an African-American female.[1]

1. *Recruitment*

While the County Government complies with § 1.112(c)(2) of the County Code by publicly posting vacancies for a period of two weeks, it does not actively engage in recruiting practices. This is not surprising – and, rather, it is expected – in light of the breadth of the County's operations, and the sheer number of positions which have different requirements and touch upon so many different

[1] Under § 1.101, the Personnel Officer prepares, submits, and maintains a classification plan (the "Classification Plan"). As noted in the County's Classification Plan for FY2017, the Classification Plan "contains information on occupational groups, class families, and the qualifications, duties, FLSA status, and general requirements for each position classification contained" in the Classification Plan. The Classification Plan covers all officers and employees of the County, except for: (1) officers and employees of the Board of Education, employees covered by the State's merit system, and employees in State-authorized exempt positions (§ 1.111(a)(2)); (2) contingent employees (§ 1.111(b)(5)); and (3) instances where provisions are in conflict with any provisions in a collective bargaining agreement (§ 1.111(e)(1)). Revisions to the Classification Plan are submitted to the Personnel Board for approval, and then to the County Council for legislative action.

Under § 1.300, the County also has a pay plan, which defines pay grades (minimum, maximum, and intermediate rates of pay) and assigns each position classification in the Classification Plan to a pay grade (the "Pay Plan"). The Pay Plan is submitted to the Personnel Board for approval, and then to the County Council for legislative action.

fields of expertise. Accordingly, departments such as the Police Department employ their own recruitment practices, which are addressed below.

2. *Hiring*

For all vacancies, the County HR Office submits a requisition to the County's applicant tracking system ("Neogov"). The County's Budget Office then confirms whether there are funds to pay for that position under the County's Pay Plan. If the County's Budget Office confirms there are funds, the process then moves forward to the Requisition Committee, which consists of the County's Chief Administrative Officer, Deputy Chief Administrative Officer, Human Resources Administrator, Administrative Manager, and members from the Budget Office. The Requisition Committee meets every two weeks, and, for each proposed vacancy, the Requisition Committee approves, rejects, or asks for more information. If the Requisition Committee approves the position, the Chief Administrative Officer signs off, and the Budget Office then approves the vacancy on Neogov. The County HR Office is then notified that position was approved and that the job can be posted. The Pay & Classification Unit then classifies the position, and creates a job description according to the County's Classification Plan.

Applications are submitted to the County HR Office, which has three analysts who review the applications. Analysts review the applications and conduct an initial screening to create an eligibility list comprised of between three and ten applicants who are the most qualified per the requirements under § 1.112(e)(2) of the County Code. This initial screening process does not include an interview, but is based solely upon a review of the applications and resumes submitted by the applicants. While the applications requests applicants to identify their race, gender, and disability (if any), the analyst does not have access to that information when conducting the initial screening of applications.

Under § 1.112(e)(2), an eligibility list may include five additional names (above the ten-person limit) if such applicants: (1) were among the next five move highly qualified applicants; and (2) qualify for a disability preference under § 1.122A. After an analyst selects three to ten persons to include on an eligibility list, the analyst is then notified whether they can add additional names based upon a disability preference without seeing which, if any, applicants have a qualifying disability.

Additionally, under §1.112(e)(5), a current County employee who is "in the same position classification as the vacant position who applies" is considered automatically eligible for the position, and that employee's name is added to the eligibility list "regardless of the number of other names on the list."

The analyst then transmits the eligibility list to the Department for which the position is sought. The County Department looking to fill the vacancy then conduct interviews of those on the eligibility list. The County HR Office monitors the Departments' interview process, and sends guidelines (i.e. to ask standardized questions to all applicants, etc.…) with the eligibility list to the Department looking to fill a position. After interviews are conducted, the Department selects a candidate from the eligibility list and transmits its justification for the selection to the Human Resources Administrator. If no candidates are selected from the eligibility list, the Department must still provide written justification for the rejection of the eligibility list to the Human Resources Administrator. Once a candidate is selected, the Personnel Officer extends an offer of employment.

3. *Promotion*

Aside from the Police Department, Department of Corrections, and Department of Fire and Rescue Services, the County Government does not conduct "promotions" in the traditional sense of the word. According to the County HR Office, while current County employees may not count towards the limits imposed on the number of names placed in an eligibility list, there must be a vacancy, and even current County employees must apply like all other applicants and compete with all other applicants for the position to be placed on the eligibility list. As noted above, the Police Department, Department of Corrections, and Department of Fire and Rescue Services have their own promotion practices, which are addressed below.

B. <u>The Police Department</u>

The Police Department's recruiting, hiring, and promotion practices are largely governed by General Orders ADM-28 (Recruitment & Fair Employment Practices), ADM-32 (Selection of Sworn Personnel), ADM-63 (Selection of Civilian Personnel), and ADM-29 (Promotion of Sworn Personnel). The Police Department's recruiting, hiring, and promotion practices are addressed in turn below.

1. *Recruitment*

General Order ADM-28 prohibits discrimination against or in favor of any individual in all phases of recruiting. Under § II.B.5, the Police Department's recruitment plan must "identify methods to attract highly qualified candidates in approximate proportion to the demographics of the service community based on statistical population analysis." The Police Department is also required to "take steps to utilize female and minority officers in recruitment efforts as well as to publish multilingual recruitment information for distribution in areas populated by ethnic minority groups." Prior to engaging in recruiting activities, recruiters are required to be trained in federal and state equal opportunity guidelines and the "County's history, resources, culture, demographic data, community organizations and educational institutions; [and] an understanding of different cultural and ethnic groups." Job announcements must also be sent to minority organizations to assist in recruitment efforts. Under the General Order, the Commander of the Human Resources Bureau of the Police Department must "routinely review the monthly personnel distribution by rank and civilian classification to monitor progress toward maintaining a culturally diverse work force that is reflective of the service community."

The Police Department has one full-time recruiter and sixteen assistant recruiters. Recruiters go to job fairs and colleges, where they have recruiting booths. The Police Department has run ads on television and radio, as well as on social media, where they may reach certain demographics. Importantly, the Police Department partners with various community organizations in their efforts to recruit minority candidates, including the NAACP, the African American Community Roundtable, the Korean Society of Maryland, the Citizens Advisory Council, the Police Foundation, Delta Sigma Theta, Omega Psi Phi, colleges (i.e. Morgan State University, Coppin State University, Bowie State University, and the University of Maryland Eastern Shore), Guilford Baptist Church, and Centurions for Justice (the Police Department's Minority Officers Association). It also has a partnership with the Eastern Regional Police Recruiters & Applicant Investigations Association, which are recruiters in the region. The Community Outreach Division of the Police Department also works with other liaisons in the community.

Notably, the Police Department's commitment to recruiting a diverse police force is reflected in its budget. Recently, there's been an increase in the budget for recruiting (an increase of three times in the last year).

2. *Hiring*

Hiring practices at the Police Department are dependent upon whether the applicant is applying for a sworn position (i.e. police recruits and laterals) or a civilian position.

Unlike other County Government applicants, applicants for sworn positions at the Police Department have to take written test. If an applicant passes the written test, the applicant must then participate in physical ability testing on the same day. Both tests are pass/fail. The Police Department makes sample written tests, a physical fitness chart specifying what is expected, and testing dates available online.

If an applicant passes the written and physical ability test, the applicant for the sworn position then schedules an interview with three-person panel. The Police Department's practice is to have diversity on this panel both respect to race and gender. The interview panel consists of someone from the Police Department's human resource staff, education & training, and assistant recruiters, all of whom are trained to conduct interviews. All applicants are asked the same set of questions. While questions remain consistent, changes are made as the times change. There is a scoring system, and each person on panel scores independently. After the interview, the panel engages in a discussion, after which a vote is conducted. Two out of three votes are needed to "pass" the interview. If an applicant "passes" the interview, the applicant then completes a personal history questionnaire (prior employment, address, educational background, etc.…), which is then submitted for a background investigation. If the applicant passes a background check, the applicant then takes a polygraph test. Applicants are given two chances to pass the polygraph test. If an applicant fails the first polygraph test, the applicant is given a different polygrapher. If an applicant passes the polygraph test, the applicant then undergoes medical and psychological testing, after which (if they pass) the applicant is placed into the qualified applicant pool.

The Police Department has a fixed number of vacancies for sworn positions. When the Police Department is looking to fill an academy class, the Administrative Command, Human Resources Bureau, and others meet and then select from qualified applicant pool to fill the academy class.

The hiring process of civilian positions largely follows the same procedure described above for other County Government vacancies, except that applicants must, complete a personal history questionnaire, undergo a background investigation, and participate in a pre-employment physical examination, among other possible requirements.

3. *Promotion*

As noted above, the Police Department's promotion practices are governed by General Order ADM-29, which requires that all procedures used during the promotional process be "job-related and non-discriminatory." There are opportunities for promotions within the Police Department that arise as a result of turnover (i.e. retirement), the promotion of another, or the creation of a new position. When such opportunities arise, the County HR Office posts a written announcement of the promotional opportunity. Under the General Order, the Police Department "does not permit external, lateral entry into any promotional vacancy."

All promotions typically require testing. The testing required for a promotion to the rank of Police Officer First Class is not competitive, but the testing for all other promotions is competitive. Applicants for promotions also undergo an assessment that may be comprised of various evaluative components and is administered by a third-party vendor. An eligibility list comprised of the most qualified candidates is prepared by the County HR Office based upon the testing/assessment scores/ratings and provided to the Chief of Police. Under the General Order, the eligibility list must include nine persons in addition to the number of vacancies to be filled. While the Chief of Police interviews candidates and makes the final decision, the General Order provides that the Chief of Police conduct evaluations with input from his Command Staff.

C. Corrections

1. *Recruitment*

The Howard County Corrections Department in its recruitment efforts attends job fairs at places such as the Howard Community College, military exit affairs and Asian job fairs. In addition, they use a Rolling Trailer venue on Route 175 to attract the interest of commuters. Also, an Asian youth group of about 40 youth visits the Corrections facility annually. An opportunity is taken here to interest participants in possibly applying for a job in the future. They also rely a lot on word-of-mouth. Many of their applicants/hires are State retirees. They are especially attractive because they have already met many of the requirements and completed some of the mandatory training. All have had background checks and although background checks are done for all new hires, having already completed one helps expedite the process greatly. Most State hires are already "Correction Certified" which means that they have met all of the correctional training and certification requirements. The Department of Corrections does need to be sensitive to its "boundary issues" in recruitment in terms of its inmate population. Only women do rounds for female inmates so that has to be considered. The Department is gender sensitive. Many recruits also come from the retiree population. The Department of Corrections greatly improved its recruitment posture by restructuring the beginning levels of its salary scale giving an annual boost in salary. Many recruits also come from other county agencies. Recruitment is helped because of the fact that the basic requirements require a High School diploma and no experience. In addition, The Department of Corrections in Howard County is known for having a "culture of respect" and a "safe place" to be. The Corrections Department does note that it needs people with Spanish as a second language to better serve existing populations.

2. *Hiring*

The hiring process is done under the existing structure put in place for the county government. However, the specific requirements for the position are submitted by Correction management. The applicant numbers for Asian applicants are low although there is broad diversity in the candidate pool from countries such as Africa, Jamaica, etc. New hires have to complete 8 weeks of training at the Correctional Training Academy. Formal hiring procedure is consistent with normal practice. The county Human Resources Department provides a list of applicants. A selection panel is established composed of 2 or 3 members (normally an African American, a Caucasian and one other). The members are of supervisor rank (Captain and above). They may be uniform or non-uniform. The interview instrument includes a set of questions with a scoring

sheet. In addition to the questions, 4 other areas are rated: grooming & appearance, demeanor, writing skills and verbal presentation. Once the candidates are scored, a list is submitted to Director of Corrections. If there are more than 10 candidates, only the top 10 are forwarded. Once received, background checks are conducted for the candidates. It is important to note, that unlike some counties, Howard County does not use a polygraph test as part of its screening procedure.

3. *Promotion*

Requirements for a uniformed employee to advance to the rank of Sargent or Corporal include a written test and if score is passing then submission to an interview. The test is conducted by HR. A list is automatically generated from the scores. The highest 10 scorers are interviewed by the Director. These results, in conjunction with the last 3 years evaluations are used to make the decision. Positions for Lieutenant and Captain are posted as open recruitment. If an applicant has comparable experience gained elsewhere, it is counted. In terms of the general salary scale, employees receive an annual increment and after 20 years, they are at the top of that scale.
If a candidate does not get selected for a promotion, there is a process in place where thy can have a discussion with management to talk about how they can improve. *This may include additional training or mentoring.*

In terms of retention of staff, the Department of Corrections normally loses only 1 to 2 staff per year due to medical/family issues or failure to successfully complete training academy requirements.

D. Fire And Rescue Services

1. *Recruitment*

Fire and Rescue reaches out in many different ways to recruit including advertising through radio/TV stations such as Radio One, 98 Rock, WBAL, The Weather Channel, and iHeart Radio. It also attends job fairs and events such recruit Military, HCC, CSO research, UMBC, NAACP, CCBC, Morgan State University and Veteran Career Fair. They try to attempt to educate the community on employment opportunities through career fairs, outreach at activities such the annual Korean Festival and publications such as The Fire Engineering Journal. They also reach out to community churches, synagogues, etc. By all measures, Howard County Fire and Rescue has an aggressive and well- structured program in place for recruitment. Although the numbers for Asians on staff is very low, cultural preferences or concerns cannot be overlooked as a contributing factor. Fire and Rescue has in place an educational component to help inform the public about all aspects of possible employment including opportunities more related to technology and paramedic areas of job opportunities. There are also affiliated groups within Fire and Rescue who can help recruit new staff including: The Women in Fire Service, The Floridian Brigade and The Phoenix Sentinels. They also reach out to groups such as the NAACP.

2. *Hiring*

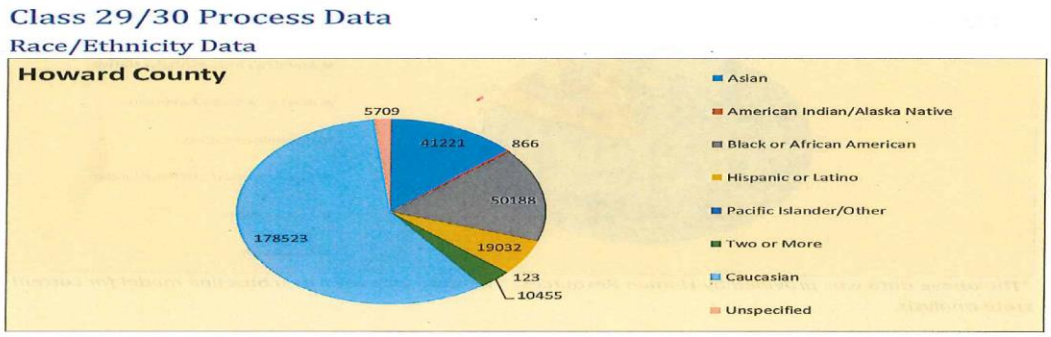
Fire and Rescue usually gives a 4-6 month alert before a job is advertised. Once the job is advertised, it is not unusual for the cutoff of the first 1500 candidates to be received in the first 6 hours. The 1500 applicants must take a written test which measures general knowledge. A 3rd vendor administers the test. All applicants scoring 70% or greater are passed on. Next they must pass the CPAT (Candidate Physical Ability Test). Fire and Rescue offers a mentorship of 6-8 weeks to prepare for the test. Generally 25% are a no-show for the written test. Al who pass the CPAT are invited to interview with a panel of 2-3 members

(2 uniform, 1 HR sometimes). The top 100 candidates are submitted to HR for final screening. HR returns a list of those who will receive conditional offers.

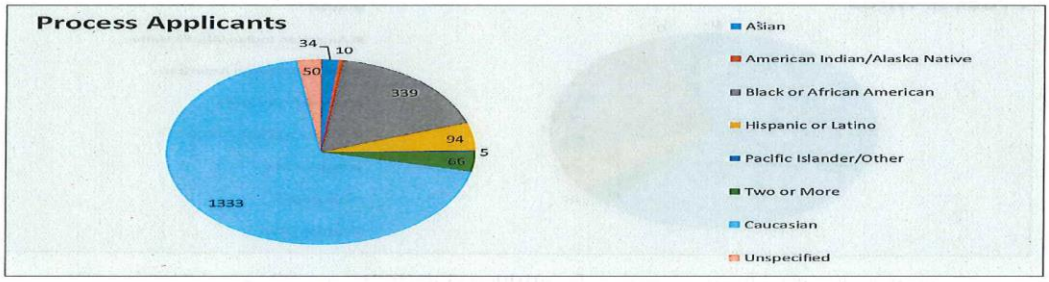
3. *Promotion*
Employees can move progressively up the ranks from firefighter to Heavy Vehicle Operator (HVO), to Lieutenant to Captain to Battalion Chief to Assistant Chief to Deputy Chief. The Fire Chief is an appointed position. The county code requires 5 years in the Howard County department before promotion to Lieutenant and 2 years as Lieutenant before promotion to Captain.

Fire and Rescue has in place a diverse recruitment process in place to reach out broadly in the community for recruitment and hiring.

Race and ethnicity data is below.



Howard County Race/Ethnicity data from the 2015 American Communities Study done by the U.S Census Bureau.



Applicants to the Class 29/30 process were asked to self-report race/ ethnicity data on their application. The chart above represents data pulled from those answers. The data above was used for demographic correlations for this study regarding the process and racial ethnic groups affected at each process step.

III. Demographic and Diversity Data

According to data provided by the County HR Office, 44.45% (1,739 out of 3,912) County employees identify as female, and 55.55% (2,173 out of 3,912) County employees identify as male. Additionally, the racial/ethnic breakdown of County employees is as follows:

Race/Ethnicity	%
American Indian/Alaska Native	0.15%
Asian	2.66%
Black or African American	21.78%
Hispanic or Latino	1.58%
Nat Hawaiian/Oth Pac Islander	0.08%
Not Specified	1.18%
Two or More Races	0.59%
White	71.98%

According to population estimates as of July 1, 2016 provided by the U.S. Census Bureau,[2] 51.1% of the residents of this County are female, and 48.9% of the residents of this County are male. Additionally, the estimated racial/ethnic breakdown of this County is as follows:

Race/Ethnicity	%
American Indian/Alaska Native	0.4%
Asian	18.3%
Black or African American	19.1%
Hispanic or Latino	6.6%
Nat Hawaiian/Oth Pac Islander	0.1%
Two or More Races	3.7%
White	53.3%

IV. Observations and Recommendations

It is the Commission's opinion that the County Government's human resource practices follow the letter and spirit of the law that governs them, and the human resource policies and procedures are indicative of this County's commitment to maintaining a diverse and discrimination-free workforce.

As reflected in the data presented in Section III, *supra*, ***certain minorities (particularly those who identify as Asian) are underrepresented in County Government positions when compared to the racial and ethnic composition of the County itself. This, however, is not for a lack of effort or commitment to a diverse workplace.*** Indeed, it is evident and clear that the County Government is committed to employing a diverse workforce, and it is this Commission's opinion that the County Government is doing everything it can to recruit, hire, and promote a diverse workforce using policies and procedures that are reflective of that commitment.

Rather***, the underrepresentation of certain minorities appears to be an issue that county governments face nationwide and which has largely gone unanswered.*** According to data from the U.S. Equal Employment Opportunity Commission,[3] the racial/ethnic breakdown for full-time county employees nationwide (that reported) are as follows:

[2] https://www.census.gov/quickfacts/fact/table/howardcountymaryland/SEX255216#viewtop
[3] https://www.eeoc.gov/eeoc/statistics/employment/jobpat-eeo4/2015/table3/table3_2_county_.html

Race/Ethnicity	%
American Indian/Alaska Native	0.8%
Asian	4.1%
Black or African American	14.5%
Hispanic or Latino	13.4%
Nat Hawaiian/Oth Pac Islander	0.1%
Two or More Races	0.1%
White	67.2%

Indeed, a Washington Post article entitled "Racial Imbalance Exists All Across Local Governments, Not just in Police Departments" and published on August 14, 2014[4] noted that, "[m]ainly, it's Hispanic and Asian American populations missing out on government jobs." Notably, that article also addressed the disparity of the racial/ethnic composition of police departments specifically across the country, an issue that was also raised in CR-180.

While it is the Commission's opinion that departments such as the Police Department are going above and beyond to not only provide equal opportunities but also to affirmatively target underrepresented communities, the Commission also believes that much of the disparity – whether it be disparity in the County Government as a whole or specific departments such as the Police Department – may arise from community attitudes towards various roles. This Commission is committed to addressing that issue – even if it has not been addressed by others before – and proposes to create a separate committee within the Commission as an ongoing effort to speak to different community organizations representing different racial and ethnic populations to address that issue.

(Lead Reviewer: Hwang)

[4] https://www.washingtonpost.com/blogs/govbeat/wp/2014/08/14/racial-imbalance-exists-all-across-local-governments-not-just-in-police-departments/?utm_term=.9cd2aa0c51fb

Howard County Public School System

CR-180 Survey Report of Howard County Public School System

The study team has summarized below the information collected and analyzed in response to the request by the Howard County Council. There were no systemic problems observed but we have noted in our report some areas for follow-up and/or improvement.

From the Chief Human Resources and Development Officer, Helen A. Nixon, Ed. D.
The purpose of this memo is to summarize our submission to the Human Rights Commission (HRC). Part of our system's core mission is to cultivate a vibrant learning community that prepares students to thrive in a dynamic world. This mission can only be realized if the adults in our school system have a high level of engagement in their careers, and are supported professionally and personally.
The Office of Human Resources is comprised of highly qualified and dedicated staff that strives to provide excellent customer service to all stakeholders. Goals for the office include recruiting, retaining, and developing a diverse cadre of the highest quality certificated personnel, support professionals, and administrative staff. In an effort to achieve these goals, the Office of Human Resources is divided into four distinct areas: Support Services Recruitment and Hiring; Teacher Recruitment and Hiring; Employee Compensation, Leave, and Retirement Services (HR Workday Operations) and Administrative Recruitment and Hiring/Employee Certification and Licensure.

The Support Services team is responsible for the recruitment and hiring of support staff, substitute teachers, and other temporary employees. The Teacher Recruitment and Hiring team handles teacher and certification. The Employee Compensation, Leave, and Retirement Services team is responsible for new employee compensation and transactions, Family Medical Leave Act (FMLA) compliance, other leaves of absence, and retirement services. The Administrative Recruitment and Hiring team is responsible for school-based administrative and central office hiring. Employee Certification and Licensure works with teacher certification, tuition reimbursement, and stipends.

Several key initiatives and accomplishments throughout this past year include:

- Successfully filled 257 teaching and related-services positions.
- Increased the diversity of new teacher hires from 13.6 percent in 2015 to 27.6 percent in 2016.
- Increased the diversity of certificated, management, and technical professional employees from 24.6 percent in 2015 to 25.6 percent in 2016.
- Expanded recruiting and interviewing opportunities for teacher candidates.
- Implemented a new employee onboarding program.
- Began screening applicants for teacher vacancies using an innovative pipeline process through the Frontline Applicant Tracking System, our application management software.
- Initiated focus groups with new employees, as well as school-based administrators and curriculum coordinators, to elicit feedback on our recruiting and hiring processes. From 2014 to 2016, we have had a 17.4 percent increase of minority candidates promoted to school-based administration. During the same timeframe, there has been a 13 percent increase of minority candidates promoted as Certificated, Management, and Technical Staff.

While our office has made strides, we know that we have work to do to ensure that we continue to cultivate a diverse workforce. Some challenges we face have been thoroughly researched and outlined in the 2016 Department of Education report, *The State of Racial Diversity in the Educator Workforce*. Some highlights from this report:

- While students of color are expected to make up 56 percent of the student population by 2024, the elementary and secondary educator workforce is still overwhelmingly white. In fact, the most recent U.S.

Department of Education Schools and Staffing Survey (SASS), a nationally representative survey of teachers and principals showed that 82 percent of public school teachers identified as white.

- 2 percent of individuals who are preparing to be teachers are enrolled at Historically Black Colleges and Universities (HBCUs).
- Approximately, 20 percent of public school teachers are male nationwide. 2 percent of male teachers in the United States are Black.
- 4.2 percent of freshman in 2015 were likely to select education as a major. This was a 57.6 decrease from 2005.

In an effort to support these challenges, the Division of Human Resources and Development has also:

- Begun a partnership with the NAACP Howard County Branch to co-sponsor and plan a joint job fair in Fall 2017.
- Partnered with NAACP Youth Council to plan events for student members that include; resume writing, interviewing skills, and leadership skill building.
- Partnership with Coppin State University through our Professional Development Schools to recruit teachers in early childhood education.
- A "Get to Know Howard County Public School System" open house for veteran teachers and/or career changers.
- Supporting our Teacher Academy of Maryland located in several of our high schools as we work to promote teaching as a viable career option.

We hope this report and the artifacts provided will demonstrate the commitment of HCPSS to recruit and retain a diverse and talented workforce that strives to serve children and communities every single day.

Below are responses answered to the standard 15 survey questions provided by Howard County Public School System Human Resources Office

1. Statistics on current number of employees

The table below provides a summary of the total number of regular employees in the Howard County Public School System.

	2012-13	2013-14	2014-15	2015-16	2016-17
Total # of Employees*	8,219	8,335	8,476	8,538	8,231

* Includes terminations as required by the Annual Staff Data Verification Report provided to the Maryland State Department of Education.

2. Statistical breakdown of employees by gender (in recent 5 years)

The table below provides a summary of the total number of regular employees in the Howard County Public School System by gender.

	2012-13	2013-14	2014-15	2015-16	2016-17
Male	1,746 (21%)	1,787 (21%)	1,799 (21%)	1,825 (21%)	1,767 (21%)
Female	6,473 (79%)	6,548 (79%)	6,677 (79%)	6,713 (79%)	6,464 (79%)
Total	**8,219**	**8,335**	**8,476**	**8,538**	**8,231**

* Includes terminations as required by the Annual Staff Data Verification Report provided to the Maryland State Department of Education.

3. Statistical breakdown of employees by ethnicity (based on the 17 ethnic groups identified in Howard County in recent 5 years)

The table below provides a summary of the total number of regular employees in the Howard County Public School System by ethnicity.

	2012-13	2013-14	2014-15	2015-16	2016-17
American Indian or Alaska Native	25 (0.3%)	26 (0.3%)	26 (0.3%)	24 (0.3%)	22 (0.3%)
Asian	258 (3.1%)	274 (3.3%)	292 (3.4%)	298 (3.5%)	316 (3.8%)
Black or African American	1,305 (16%)	1,322(15.9 %)	1,358(16%)	1,351(15.9 %)	1,335(16.2 %)
Hispanic	174 (2.1%)	185 (2.2%)	208 (2.5%)	222 (2.6%)	227 (2.8%)
Native Hawaiian or Other Pacific Islander	4	5	6	7	5
Two or More Races	79 (1%)	80 (1%)	77 (1%)	75 (0.9%)	76 (0.9%)
White	6,374(77.6 %)	6,443(77.3 %)	6,509(76.8 %)	6,561(76.8 %)	6,250(76%)
Total *	**8,219**	**8,335**	**8,476**	**8,538**	**8,231**

* Includes terminations as required by the Annual Staff Data Verification Report provided to the Maryland State Department of Education.

4. Samples of any training curriculum focused on diversity

The goal of our Office of Diversity and Equity and Inclusion is to:

- Provide professional learning for staff members to enhance interpersonal and leadership skills, deepen job-specific knowledge, and grow in their professional practice.
- Continue to enhance professional growth through professional learning communities.
- Provide our employees with a deeper understanding and appreciation for diverse voices and experiences.

Description

Maryland's Educational that is Multicultural regulation (COMAR 13.A.04.05) emphasizes excellence with equity: high expectations, equity, cultural competence, and diversity and inclusion. The regulation requires the HCPSS to address these issues through curriculum, instruction, and staff development. Furthermore, the need for educational leaders to promote social justice and safeguard the values of democracy, equity, and diversity is explicitly articulated within national leadership standards (ISLLC Standard 5). To these ends, the HCPSS is committed to securing excellence with equity for every student through Cultural Proficiency as an approach to professional learning and organizational development.

Professional learning and organizational development programming that supports diversity and inclusion focuses on teacher-student relationships, student voice, and Cultural Proficiency. Student voice efforts involve staff listening to, learning from, and leading with students. Cultural Proficiency efforts permeate and support all focus areas in the HCPSS strategic plan: collaboration, engagement, performance, and well-being. It is also a pragmatic process of continuous improvement that facilitates the development of culturally competent staff, practices, and policies. The HCPSS continues to offer three levels of Cultural Proficiency professional learning seminars to support staff, schools, offices, and community partners. This program is aligned with international standards for high-quality professional learning, and it, among other results, increases participants' cultural competence, a factor that influences student success, according to the 2010 program evaluation.

- *Level One – Awareness*: Develops capacity for reflection and dialogue, increasing awareness of the need for inclusiveness and equity and solidifying commitment to change in practice and policy.
- *Level Two – Application*: Develops capacity for using the tools and processes to improve practices and policies in support of moving toward excellence with equity.
- *Level Three – Facilitation*: Develops capacity to facilitate cultural proficiency as a process that leads to high expectations, inclusion, equity, and cultural competence.

In addition to 2.2.1 and 2.2.4, all seminars support these Vision 2018 strategies:

- 1.7.5: Ensure students have access to culturally proficient staff members who support them and help them solve problems.
- 1.7.6: Strengthen professional learning in safeguarding students' social and emotional safety and well-being.
- 1.7.8: Strengthen staff collaboration to support students' social and emotional safety and well-being.
- 2.1.5: Provide professional learning to foster effective communication, respect, and collaboration in a diverse environment.
- 2.4.1: Strengthen and broaden services to support staff wellness.

A variety of programs implemented within the Division of Human Resources and Development also integrate Cultural Proficiency, including teacher induction and leadership development.

Achievement of Vision 2018 requires excellence with equity. The HCPSS continues to use five standards of cultural competence, one of the tools of Cultural Proficiency, to gauge the extent to which staff, practices, and policies increase equitable student outcomes and leverage diversity to improve outcomes for all. The HCPSS has used these standards to develop rubrics that serve as tools for continuous improvement of practices and policies.

- Held a two-day summer Cultural Proficiency conference themed "Student Voice for Inclusion and Equity" hosted by the HCPSS Cultural Proficiency and Equity Advisory Committee.
- Established worldwide social media presence through Twitter: @HoCoCPro. Follow us!
- Developed and established the Cultural Proficiency Liaison Network to build leadership capacity for cultural proficiency in the HCPSS.
- Offered evening and summer continuing professional development courses designed to support educators' growth toward excellence with equity.

5. Summary of any performance goals/requirements focused on diversity

The following artifacts provide a summary of performance goals/requirements focused on diversity.

- Human Resources Summaries in Exhibit A includes:

    - 2015 Welcome Home Brochure: The Welcome Home Brochure is an overview of the Howard County and Howard County Public School System. It is distributed at job fair and recruiting events.

    - 2016 Welcome Home Brochure: The Welcome Home Brochure is an overview of the Howard County and Howard County Public School System. It is distributed at job fair and recruiting events.

    - Investing in a World Class Workforce: This half sheet pamphlet was distributed during the 2016 hiring year. It provided a breakdown of salary and comparable salaries with neighboring counties. It is distributed at job fair and recruiting events.

    - Come Join Us Flyer: Flyer advertising the critical shortage content areas that we are seeking. It is distributed at job fair and recruiting events.

    - Stanton Communication Samples

    In 2016, the Howard County Public School System launched a diversity recruitment advertising campaign to attract potential applicants from a wider and more diverse pool of candidates, representing the growing diversity of the student body and larger community.

    Advertising was created and placed in major newspapers (Washington Post, Baltimore Sun, Afro-American, and El Tiempo), on local radio (WTOP-FM 103.5 and WKYS-FM 93.9), and social media, targeting audiences across multiple ethnic and demographic backgrounds in the MD, DC, and VA region. As a result, more than 10,000 potential applicants visited special diversity recruitment webpage, which was created to anchor the campaign and provide information about the school system and Howard County. More than 1,000 teacher applications were submitted during and after the campaign.

    Teachers for Tomorrow (T4T)

The Office of Human Resources, along with several other departments, implemented the Teachers for Tomorrow (T4T) program, a program aimed at establishing and nurturing a pipeline of future teachers who reflect the diverse culture of the Howard County Public School System community. In partnership with McDaniel College, the T4T program provides support to participating students, who are interested in returning to Howard County Public School System as teachers, as they work toward their degree. The goal of this innovative program is to have T4T students return to the school system as teachers following college graduation.

Teacher Academies

This "grow your own" philosophy is strategic in addressing the shortage of minority candidates. Working in collaboration with colleagues at the school level, Human Resources staff members visit schools to speak to student groups about careers in the field of education. Human Resources staff members also have a strong connection with student organizations such as the Future Educators Association of America (FEA), now known as Educators Rising, within Howard County high schools. Specifically, HR personnel participated in the recent Educators Rising Conference and presented to FEA classes and the Teacher Academy of Maryland (TAM) within our high schools. This provided students with detailed information in regard to college participation to enter the field of education, how to apply to become an educator, and what to consider when entering the profession. Although these are long-term recruiting strategies, these efforts are seen as a way to encourage students to pursue careers in education.

- Excerpt taken from HCPSS' Annual Report on the Strategic Plan:

HCPSS continues its focus of increasing staff participation in the three levels of Cultural Proficiency professional learning seminars in order develop the collective mindset of cultural proficiency as a way of being. The table below identifies the number of participants for the past three years.

Number of Participants in Cultural Proficiency Professional Learning (Levels 1-3)	
2013-2014	2,082
2914-2015	2,287
2015-2016	2,564

Last year, the HCPSS led 29 continuous improvement projects that used the tools of cultural proficiency. Staff leading these projects represented various schools and centrally based offices, and they spanned seven focus areas (see table below).

Focus Area	**Number of Projects**
Co-teaching	1
Curriculum and Instruction	6
Family and Community Involvement and Engagement	2
Mentoring	1
Professional Development	1
School Environment	12
Student Transitions	6

Additionally, over the past year, the district has:

- Convened a systemic Diversity and Inclusion Committee that developed and presented recommendations to the Board of Education. The HCPSS is currently moving the committee's recommendations forward to address and improve inclusion and equity.
- Supported the second cohort of the HCPSS/McDaniel College graduate certificate program, Excellence and Equity in Education.
- Held a two-day summer Cultural Proficiency conference themed "Student Voice for Inclusion and Equity" hosted by the HCPSS Cultural Proficiency and Equity Advisory Committee.
- Established worldwide social media presence through Twitter: @HoCoCPro. Follow us!
- Developed and established the Cultural Proficiency Liaison Network to build leadership capacity for cultural proficiency in the HCPSS.
- Offered evening and summer continuing professional development courses designed to support educators' growth toward excellence with equity.
- Increased accessibility of resources through Canvas in alignment with Strategy 2.2.2 of Vision 2018.

In May of 2017, the HCPSS creates a position of Director of Diversity, Equity and Inclusion to coordinate the HCPSS's cultural proficiency, diversity, equity and inclusion programs and initiatives for the school system in alignment with Vision 2018. The job description of the Director of Diversity, Equity and Inclusion is included as Exhibit E.

6. Exhibits of recruitment material for staff hiring

The attached artifacts represent the Office of Human Resources' recruiting materials:

- Marketing HCPSS (Exhibit A)
    - Human Resources Recruiting Materials
    - Stanton Communications Samples
    - Teacher Academies
    - Teachers for Tomorrow
- Hiring Process (Exhibit B)

7. Samples of promotion criteria by job category

From Custodian to Custodial Supervisor:

Custodian	Building Supervisor I
Required Knowledge, Skills, and Abilities	**Required Knowledge, Skills, and Abilities**
• Working knowledge of cleaning materials and equipment. • Knowledge of the English language so as to understand operating instructions for cleaning equipment and materials and safety and accident prevention. • Ability to communicate effectively in writing and orally. • Ability to hear the normally spoken word at 25 feet. • Ability to work outdoors under adverse weather conditions. • Ability to climb ladders and stairs. • Ability to pick up and carry 65 pounds. • Ability to operate cleaning and grass-cutting machines. • Ability to stand for prolonged period of time. • Ability to willingly attend and participate in training sessions. • Ability to learn and practice acceptable cleaning methods. • Ability to willingly acquire skills in the operation of cleaning and grass-cutting machines used in the assigned facility and to be a self-starter. • Interact positively with students, administrators, co-workers, parents, and community. • Performs other duties as assigned.	• Knowledge of housecleaning methods, practices and materials used in clean maintenance operations. • Knowledge of equipment, supplies, and practices in housekeeping management. • Procedures and methods used to requisition supplies and maintain supply records and reports. • Knowledge and ability to maintain to include boilers and building mechanical systems. • Ability to make minor repairs and assemble furniture and equipment used at an assigned facility. • Knowledge of current negotiated agreement, Integrated Pest Management Program (IPM) booklet and Energy Management Program (EMP), Automated Service Request Information Systems General (ASRIS). • Knowledge of supervision and leadership principals. • Ability to communicate effective in writing and orally. • Ability to plan and organize work, delegate work to others, be a self -starter and motivate others. • Ability to provide leadership to the custodial staff. • Strong human relations skills with students, administrators, co-workers, parents, and the community. • Ability to hear the normally spoken word at 25 feet. • Ability to work outdoors under adverse weather conditions. • Ability to climb ladders and stairs. • Ability to pick up and carry 65 pounds. • Ability to operate cleaning and grass cutting machines. • Ability to stand for prolonged periods of time. • Ability and willingness to attend and participate in training sessions. • Ability to learn and practice acceptable cleaning methods. • Ability and willingness to acquire skills in the operation of cleaning and grass-cutting machines used in the assigned facility.
Minimum Education, Training, and	**Minimum Education, Training, and Experience**

Experience	
Completion of the ninth grade.	Applicants must have a high school diploma, GED and one (1) year experience as a custodian.
Required Licenses and Certificates	**Required Licenses and Certificates**
None	None

From Maintenance Worker to Assistant Manager:

Grounds Work Leader, Grounds Services	**Assistant Manager, Grounds Services**
Required Knowledge, Skills, and Abilities	**Qualifications**
• Expert knowledge of his/her trade. • Working knowledge of the elements of supervision, principles of safety, accident prevention, and first aid. • Skill in performing the work of his/her trade. • Ability to prepare concise reports. • Ability to read and comprehend engineering drawings, sketches and/or wiring diagrams and to translate the required knowledge into actual performance. • Ability to estimate job time and cost. • Ability to maintain records on such things as labor, material, and other costs. • Ability to work and coordinate activities with individuals from other trades and to establish and maintain effective communication with the work force and the school administrative personnel. • Performs other duties as assigned.	• Bachelor's degree from an accredited college or university with a minimum of six (6) years of experience in personnel administration and budget management, and/or one or more of the following: construction, maintenance, and/or general equipment repair work. A related graduate school degree may be substituted for two (2) years of experience **OR** • Associate's degree (2 years) in a related field with eight (8) years of experience and progressive responsibility in personnel administration and budget management **OR** • A minimum of ten (10) years in a related trade field with a minimum of eight (8) years of progressive experience and responsibility in personnel administration and budget management **AND** • Have a valid Maryland Motor Vehicle operator's license • Ability to identify and facilitate resolution for problem areas quickly • Ability to organize, schedule, and coordinate project activity and meetings, etc. • Ability to work and communicate effectively with others, including school administrators, supervisors, contractors, and workers • Demonstrates good written and oral communication skills • Proficiency with computer data systems including Microsoft Office suite, Microsoft Project.
Minimum Education, Training, and Experience	
High School graduate or equivalent, completion of two-year certificate from a recognized horticulture, landscape, agronomy or turf management program preferred, and a minimum	

of six (6) years of experience in grounds maintenance or related field in which two (2) years were at a supervisory position.	
Required Licenses and Certificates	
Valid driver's license and good driving record. Class A Commercial Driver's License with air brake endorsement. Nutrient management certification from the Maryland Department of Agriculture within one year. Pesticide Applicator Certificate from the Maryland Department of Agriculture in turf and industrial week	

From Assistant Manager to Manager:

Assistant Manager, Building Services	Manager, Building Services
Qualifications	**Qualifications**
• Bachelor's degree from an accredited college or university with six (6) years of experience in personnel administration and budget management, and/or one or more of the following: construction maintenance, electrical, plumbing, and/or general equipment repair work. A related graduate school degree may be substituted for two years of experience. A current Maryland State license in mechanical or electrical engineering is preferred. **OR** • Associate's degree (2 years) in a related engineering field with a minimum of eight (8) years of progressive experience and responsibility in personnel administration and budget management. Additionally, it is desirable for the applicant to have a trade license or certification in one or more of the various construction trades. **OR** • A minimum of ten (10) years in a related trade field with a minimum of eight (8) years of progressive experience and responsibility in personnel administration and budget management. Additionally, it is desirable for the applicant to have a trade license or certification in one or more of the various construction trades. **AND** • Have a valid Maryland Motor Vehicle operator's license	• Bachelor's degree in Architecture, Engineering, Facilities, or related field from an accredited institution is required with a minimum of eight (8) years progressive experience and responsibility in personnel administration, budget management and project administration **OR** • Bachelor's degree in Business Administration, Accounting, or a related field with a minimum of ten (10) years of progressive experience and responsibilities in personnel administration and budget management in facilities, maintenance, or construction field **Preferred Qualifications** • Experience providing facilities support. • Experience in budgeting, accounting, reading blueprints, and other construction documents. • Experience with K – 12 education programs as related to construction and maintenance. • Knowledgeable in LEAN or Six Sigma delivery techniques. • Ability to work independently. • Ability to use initiative to define and resolve problems. • Ability to communicate effectively, both orally and in writing. • Demonstrated proficiency with technology. • A valid driver's license and good driving record.

• Ability to identify and facilitate resolution for problem areas quickly • Ability to organize, schedule, and coordinate project activity and meetings, etc. • Ability to work and communicate effectively with others, including school administrators, supervisors, contractors, and workers • Demonstrates good written and oral communication skills • Proficiency with computer data systems including Microsoft Office suite, Microsoft Project.	

From Teacher to Assistant Principal:

Teacher	Assistant Principal
Required Knowledge, Skills, and Abilities	**Qualifications**
• Understanding of the teaching/learning process. • Knowledge of applicable subject area(s). • Knowledge of curriculum and effective instructional practices. • Ability to provide instruction that reflects multiple perspectives and multicultural education. • Ability to work collaboratively with administrators, colleagues, central office and school-based staff, students, parents, and community members. • Excellent oral and written communication skills. • Outstanding human relations skills. • Ability to effectively incorporate technology into the delivery of instruction. • Ability to properly maintain confidential information.	• Hold, or be eligible or, a valid Maryland Advanced Professional Certificate (APC) with the Administrator I endorsement at the time of application. • Have a Master's degree from an accredited college or university with an emphasis in supervision, educational administration, curriculum, or a closely related field. • Have five (5) years of successful teaching experience. • Have two (2) years of school-based teacher leadership experience; experiences may also include two (2) years as a central office administrator/central office instructional specialist. • Demonstrated outstanding interpersonal communication skills with the ability to work with persons with diverse backgrounds. • Outstanding performance evaluations. • Knowledge and skills with instructional and administrative technology software and equipment. • Thorough knowledge of Howard County Public School System (HCPSS) policies and procedures, Vision 2018, and state and federal regulations and laws. • Knowledge of curriculum, instruction, organizational patterns, school operations, and pupil services. • Ability to empower and encourage staff to ensure outstanding performance as well as high engagement.

	• Ability to work collaboratively with colleagues, central office and school-based staff, students, parents, and community members. • Excellent oral and written communication skills. • Excellent interpersonal skills. Other combinations of applicable education, training, and experience which provide the knowledge, abilities, and skills necessary to perform effectively in the position may be considered.
Minimum Education, Training, and Experience	
Bachelor's degree in applicable field of education from an accredited college or university.	
Required Licenses and Certificates	
Maryland state teacher certification with applicable endorsements.	

From Assistant Principal to Principal:

Assistant Principal	Principal
Qualifications	**Qualifications**

• Hold, or be eligible or, a valid Maryland Advanced Professional Certificate (APC) with the Administrator I endorsement at the time of application.
• Master's degree from an accredited college or university with an emphasis in supervision, educational administration, curriculum, or a closely related field.
• Have five (5) years of successful teaching experience.
• Have two (2) years of school-based teacher leadership experience; experiences may also include two (2) years as a central office administrator/central office instructional specialist.
• Demonstrated outstanding interpersonal communication skills with the ability to work with persons with diverse backgrounds.
• Outstanding performance evaluations.
• Knowledge and skills with instructional and administrative technology software and equipment.
• Thorough knowledge of Howard County Public School System (HCPSS) policies and procedures, Vision 2018, and state and federal regulations and laws.
	• Hold, or be eligible for, a valid Maryland Advanced Professional Certificate (APC) with the Administrator II endorsement at the time of application.
	  ○ Current principals must hold a valid Principal Certificate from the state where they are employed.
	  ○ Maryland candidates not currently in a principal position must have qualifying School Leaders Licensure Assessment (SLLA) score.
	• Master's degree, or higher, from an accredited college or university with an emphasis in supervision, educational administration, curriculum, or a closely related field.
	• Have five (5) years of successful teaching experience.
	• Have three (3) years of successful administrative experience, preferably at the same student level as the applied for position.
	• Experience as principal, or an assistant principal, is required.
	
	Other combinations of applicable education, training, and experience which provide the knowledge, abilities, and skills necessary to perform

• Knowledge of curriculum, instruction, organizational patterns, school operations, and pupil services. • Ability to empower and encourage staff to ensure outstanding performance as well as high engagement. • Ability to work collaboratively with colleagues, central office and school-based staff, students, parents, and community members. • Excellent oral and written communication skills. • Excellent interpersonal skills. Other combinations of applicable education, training, and experience which provide the knowledge, abilities, and skills necessary to perform effectively in the position may be considered.	effectively in the position may be considered. • Exemplary administrative performance evaluations. • Outstanding references relative to demonstrated knowledge of current instructional and curricular methodologies. • Thorough knowledge of Howard County Public School System (HCPSS) policies and procedures, Vision 2018, and state and federal regulations and laws. • Thorough knowledge of curriculum, instruction, organizational patterns, school operations, and pupil services. • Demonstrated competence in staff selection, training, supervision, and evaluation. • Demonstrated problem-solving skills and demonstrated ability to act effectively under stress. • Ability to motivate, encourage, and work with staff to ensure outstanding performance as well as good morale. • Ability to work collaboratively with colleagues, central office and school-based staff, students, parents, and community members. • Knowledge and skills with instructional and administrative technology software and equipment. • Demonstrated outstanding interpersonal communication skills with the ability to work with persons with diverse backgrounds. • Excellent oral and written communication skills. • Excellent interpersonal skills.

From Teacher to Coordinator:

Teacher	Coordinator of Secondary Mathematics
Required Knowledge, Skills, and Abilities	**Required Knowledge, Skills, and Abilities**
• Understanding of the teaching/learning process. • Knowledge of applicable subject area(s). • Knowledge of curriculum and effective instructional practices. • Ability to provide instruction that reflects multiple perspectives and multicultural education. • Ability to work collaboratively with administrators, colleagues, central office and school-based staff, students, parents, and community members. • Excellent oral and written communication	• Have instructional leadership experience within a secondary setting. • Application of knowledge of secondary mathematics skills and content into practice. • Excellent oral and written communication skills. • Excellent organization and time management skills. • Project management experience. • Experience designing and delivering professional learning. • Exemplary human relations skills as demonstrated by working effectively with

skills. • Outstanding human relations skills. • Ability to effectively incorporate technology into the delivery of instruction. • Ability to properly maintain confidential information.	educational staff, students, and the general public. • Experience in the area of curriculum and assessment development, implementation, and evaluation. • Ability to evaluate instructional materials, resources and tools. • Knowledge of school system zero-based budget process. • Skill to support current technologies with a learning management system to support curriculum and instruction. • Ability to design digital learning resources and use educational software and digital tools for the delivery of curriculum and instruction.
Minimum Education, Training, and Experience	**Minimum Education, Training, and Experience**
Bachelor's degree in applicable field of education from an accredited college or university.	Have five (5) years of successful secondary mathematics teaching experience in a public school setting that serves diverse learners.
Required Licenses and Certificates	**Required Licenses and Certificates**
Maryland state teacher certification with applicable endorsements.	Hold a valid Maryland Educators Advanced Professional Certificate with Administrator I endorsement.

From Teacher to Facilitator:

Teacher	Instructional Facilitator for Elementary Mathematics
Required Knowledge, Skills, and Abilities	**Required Knowledge, Skills, and Abilities**
• Understanding of the teaching/learning process. • Knowledge of applicable subject area(s). • Knowledge of curriculum and effective instructional practices. • Ability to provide instruction that reflects multiple perspectives and multicultural education. • Ability to work collaboratively with administrators, colleagues, central office and school-based staff, students, parents and community members. • Excellent oral and written communication skills. • Outstanding human relations skills. • Ability to effectively incorporate technology into the delivery of instruction. • Ability to properly maintain confidential information.	• Experience in curriculum writing and providing professional learning experiences to adults. • Demonstrated first-hand knowledge of mathematics curricula. • Possesses strong knowledge of the Danielson Framework. • Demonstrated first-hand knowledge of Maryland College and Career Ready Standards. • Understanding of and ability to implement the principles of Universal Design for Learning (UDL). • Demonstrated excellence in written and oral communication skills. • Demonstrated ability and proficiency in technology use. • Knowledge of the HCPSS vision and mission. • Knowledge of standardized assessments including Measures of Academic Progress

	(MAP), COGAT, and PARCC. • Excellent interpersonal skills. • Experience in developing curriculum and assessments. • Experience in developing and facilitating professional learning. • Ability to work cooperatively with professional staff, parents, and community groups. • Active involvement in state and national professional organizations.
Minimum Education, Training, and Experience	**Minimum Education, Training, and Experience**
Bachelor's degree in applicable field of education from an accredited college or university.	Have at least five (5) consecutive years of successful teaching experience in the Howard County Public School System as an elementary teacher.
Required Licenses and Certificates	**Required Licenses and Certificates**
Maryland state teacher certification with applicable endorsements.	Hold, or be eligible for, a valid Maryland Advanced Professional Certificate with an Administration and Supervision I endorsement

From Coordinator to Director:

Coordinator of Secondary Mathematics	**Director of Curricular Programs (Secondary and PreK-12 Programs)**
Qualifications	**Qualifications**
• Have five (5) years of successful secondary mathematics teaching experience in a public school setting that serves diverse learners. • Have instructional leadership experience within a secondary setting. • Hold a valid Maryland Educators Advanced Professional Certificate with Administrator I endorsement. • Application of knowledge of secondary mathematics skills and content into practice. • Excellent oral and written communication skills. • Excellent organization and time management skills. • Project management experience. • Experience designing and delivering professional learning. • Exemplary human relations skills as demonstrated by working effectively with educational staff, students, and the general public. • Experience in the area of curriculum and assessment development, implementation, and	• Minimum of five (5) years successful teaching experience at the secondary level. • Minimum of five (5) years successful leadership experience. • Master's Degree in curriculum, educational administration and supervision, or one of the content areas assigned to Secondary and PreK-12 Curricular Programs. • Excellent human relations skills as demonstrated through communicating and working effectively with educational staff, students, and the general public. • Experience in curriculum and assessment development, implementation, and evaluation. • Experience in developing and delivering professional development for teachers to enhance their professional growth. • Demonstrated excellence in oral and written skills. • Knowledge of current research in teaching at the elementary level and experience in implementing such research. • Experience in budget management.

evaluation. • Ability to evaluate instructional materials, resources and tools. • Knowledge of school system zero-based budget process. • Skill to support current technologies with a learning management system to support curriculum and instruction. • Ability to design digital learning resources and use educational software and digital tools for the delivery of curriculum and instruction.	

From Manager to Director:

Manager of Network and System Operations	Director of Technology
Qualifications	**Qualifications**
• Bachelor's degree from an accredited university in information technology or business administration or related field. • A minimum of three (3) years supervisory experience in the day-to-day operations of LAN/WAN/MAN networking, server, storage, voice communication and wireless technologies. • A minimum of five (5) years of work experience in supporting audiovisual, directory services, LAN/WAN/MAN networking, server, storage, voice communication and wireless technologies. • Demonstrated experience with networking technologies, such as routing, switching, structured cabling and firewalls. • Demonstrated experience with voice communication technologies, such as key systems, Centrex and IP telephony. • Excellent interpersonal, written and verbal communication skills. • Excellent customer-service skills. • Excellent time management and prioritization skills. • Knowledge of CIPA, FERPA and HIPAA regulations. • Demonstrated experience with Mac OSX 10.6 or greater, Windows Server 2008 or greater and Linux/UNIX operating system platforms. • Demonstrated experience with virtualization technologies, such as VMware, Microsoft Virtual Server, and Hyper-V. • Demonstrated experience with audiovisual	• Bachelors or master's degree in computer science, information systems, business administration or related field, or equivalent work experience. • Fifteen (15) or more years in IT and business/industry. • Five (5) to seven (7) years of leadership responsibility in managing multiple, large, cross-functional teams or projects and influencing senior-level management and key stakeholders. • Minimum of three (3) years of hands-on server, network, and systems engineering experience. • Extensive experience in data center design and operations. • Extensive experience in managing wide and local area networks. • Extensive experience with wireless networking technologies. • Extensive experience managing enterprise systems. • Demonstrated experience communicating with a diverse workforce, all levels of management, and the public. Experience managing IT within a K-12 environment. • Networking Certifications. • Security Certifications. • Excellent interpersonal skills. • Demonstrated customer-service orientation. • Ability to coordinate with staff in other departments to accomplish tasks.

technologies including, but not limited to, classroom audio systems, audio/video projectors and interactive technologies. • Current MCSA, MCSE, CCNA or equivalent certification(s). • Demonstrated experience working in a K-12 or college/university setting.	
	Knowledge, Skills, and Abilities • Strong leadership capability, executing as appropriate in the various areas of responsibility. • Extensive knowledge of infrastructure planning and operations, design and deployment, as well as system life cycle management. • Strong budget planning, financial management, and resource management skills. • Expert knowledge of current and emerging technologies, technology directions, and strategic application to business needs. • Advanced knowledge of business operations and processes. • Exceptional project management skills, including the ability to effectively deploy resources and manage multiple projects of diverse scopes in a cross-functional environment. • Ability to improve operational efficiency and service delivery effectiveness across all lines of business and technology platforms. • Excellent oral and written communication skills, including the ability to explain technology solutions in business terms, establish rapport, and persuade others. • Knowledge of managing BYOD environments.

8. Salary scale and statistical summary of salary by job level and ethnicity

Race/Ethnicity (All)

Scale	Grade	Min of Compensation	Max of Compensation.
AAMR	01	75,831.00	132,730.00
ASST/SEC/CLERK	II	20.23	22.35
	III	15.61	25.31
	IX	22.72	30.03
	V	24.03	25.23
	VI	16.68	28.72
	VII	17.11	29.70
	VIII	17.29	30.52
	X	19.30	32.91
	XI	29.41	34.45
	XII	35.15	36.07
COADM	II	77,044.00	117,734.00
	III	86,717.00	127,073.00
CUST	II	14.93	24.33
	V	17.16	28.00
	VI	18.03	29.36
	VII	21.66	30.78
EDUC INTER	B	31.57	44.49
	C	42.94	49.95
	D	51.22	51.22
FOOD SERV	II	12.65	21.57

	III	13.14	22.84
	VI	16.32	26.28
	VII	22.90	27.55
HCPSS SALARY PLAN	(blank)	59,693.46	276,000.00
Interns	C	68,726.15	90,613.33
MAIN/WAREHS	I	16.30	23.37
	IV	19.18	29.95
	IX	25.05	37.20
	V	19.81	28.07
	VI	21.97	32.70
	VII	21.11	34.12
	VIII	22.53	35.62
	X	35.07	38.85
	XI	31.68	40.56
NURSE	A	34.32	49.46
	B	36.02	54.35
OTHER	20	31,182.00	66,469.00
	21	44,236.00	76,713.00
	22	53,922.00	86,193.00
	23	57,052.00	91,779.00
	24	72,075.00	106,287.00
	25	80,728.00	107,017.00
	26	95,161.00	128,259.00
	27	109,262.00	132,460.00

SB ADMIN	01	85,120.00	145,223.00
	02	96,680.00	149,317.00
	03	107,857.00	153,086.00
	04	127,151.00	161,267.00
TCHR-10MO 1/2	B	97,524.00	97,524.00
	C	95,817.00	99,231.00
	D	97,524.00	100,938.00
	E	102,645.00	102,645.00
TCHR-11MO 1/2	C	109,154.00	109,154.00
TEACHER - 10 MO	A	47,802.00	64,554.00
	B	49,509.00	97,524.00
	C	51,216.00	99,231.00
	D	52,923.00	100,938.00
	E	54,630.00	102,645.00
TEACHER - 11 MO	A	71,009.00	71,009.00
	B	71,830.00	107,276.00
	C	56,338.00	109,154.00
	D	58,216.00	111,032.00
	E	89,201.00	112,910.00

***** AAMR= Athletics & Activities Manager Scale, COADM= PPW/Psychologist Scale, CUST= Custodial Scale, EDU Inter= Interpreter Scale, SB ADMIN= School-Based Administrator Scale. Category "Other" stands for 10 and 12-month positions on the HCEAESP scale such as Liaisons (BSAP, Hispanic Achievement, Bilingual Community, etc.), School Mental Health Technicians, Accountants, Buyers, Customer Service Technicians and other Central Office HCEAESP positions.

Race/ Ethnicity		1 - American Indian or Alaska Native		2 - Asian		3 - Black or African American		4 - Native Hawaiian or Other Pacific Islander		5 - White		Not Reported	
Scale	**Grade**	**Count**	**%**	**Count**	**%**	**Count**	**%**	**Count**	**%**	**Count**	**%**	**Count**	**%**
AAMR	01		0%		0%		0%		0%	12	100%		0%
ASST/SEC/ CLERK	II		0%	1	20 %	3	60%		0%	1	20%		0%
	III		0%	23	15.75 %	38	26.03 %		0%	85	58.22 %		0%
	IX	1	5.56 %		0%	3	16.67 %		0%	14	77.78 %		0%
	V		0%		0%	2	100%		0%		0%		0%
	VI	11	0.99 %	58	5.2 2%	272	24.48 %		0%	770	69.31 %		0%
	VII		0%	6	3.6 8%	15	9.20 %		0%	141	86.50 %	1	0.6 1%
	VIII	1	0.52 %	6	3.0 9%	47	24.23 %		0%	140	72.16 %		0%
	X	1	0.97 %		0%	16	15.53 %		0%	86	83.50 %		0%
	XI		0%		0%	3	14.29 %		0%	18	85.71 %		0%
	XII		0%		0%		0%		0%	2	100%		0%
COADM	II		0%	1	1.0 5%	11	11.58 %		0%	83	87.37 %		0%
	III	1	9.09 %	1	9.0 9%	1	9.09 %		0%	8	72.73 %		0%
CUST	II	3	1.22 %	11	4.4 7%	189	76.83 %	1	0.41 %	42	17.07 %		0%
	V	1	1.61 %	2	3.2 3%	47	75.81 %		0%	12	19.35 %		0%
	VI	1	1.23 %	1	1.2 3%	67	82.72 %		0%	12	14.81 %		0%
	VII		0%		0%	20	90.91 %		0%	1	4.55%	1	4.5 5%
EDUC INTER	B		0%		0%	2	28.57 %		0%	5	71.43 %		0%
	C		0%		0%	1	25.00 %		0%	3	75.00 %		0%
	D		0%		0%		0%		0%	1	100%		0%
FOOD SERV	II	2	1.82 %	23	20. 91 %	22	20%		0%	63	57.27 %		0%

	III		0%	3	16.67%	4	22.22%		0%	11	61.11%		0%
	VI		0%	4	6.15%	6	9.23%		0%	55	84.62%		0%
	VII		0%		0%	1	9.09%		0%	10	90.91%		0%
HCPSS SALARY PLAN	(blank)	2	1.18%	10	5.92%	38	22.49%		0%	119	70.41%		0%
Interns	C		0%		0%	2	33.33%		0%	4	66.67%		0%
MAIN/WA REHS	I		0%		0%	1	50%		0%	1	50%		0%
	IV		0%		0%	5	15.63%		0%	27	84.38%		0%
	IX		0%	1	1.61%	6	9.68%		0%	55	88.71%		0%
	V		0%		0%	3	37.50%		0%	5	62.50%		0%
	VI		0%		0%	2	11.11%		0%	16	88.89%		0%
	VII		0%	1	6.25%	3	18.75%		0%	12	75.00%		0%
	VIII		0%		0%		0%		0%	7	100%		0%
	X		0%		0%	1	33.33%		0%	2	66.67%		0%
	XI		0%		0%		0%		0%	9	100%		0%
NURSE	A		0%		0%	1	12.50%		0%	7	87.50%		0%
	B		0%	1	1.64%	4	6.56%	1	1.64%	55	90.16%		0%
OTHER	20	4	8.33%	9	18.75%	20	41.67%		0%	15	31.25%		0%
	21		0%	1	6.67%	2	13.33%		0%	12	80%		0%
	22	1	6.67%	1	6.67%		0%		0%	13	86.67%		0%
	23	1	7.69%	1	7.69%	3	23.08%		0%	8	61.54%		0%
	24		0%		0%	1	6.25%		0%	15	93.75%		0%
	25		0%	2	10%	2	10%		0%	16	80%		0%
	26		0%	2	15.38%	3	23.08%		0%	8	61.54%		0%

	27		0%		0%	1	25.00 %		0%	3	75.00 %		0%
SB ADMIN	01		0%	1	1.1 1%	19	21.11 %		0%	70	77.78 %		0%
	02		0%	4	5.0 0%	19	23.75 %		0%	57	71.25 %		0%
	03	1	1.54 %	1	1.5 4%	13	20%		0%	50	76.92 %		0%
	04		0%		0%	2	15.38 %		0%	11	84.62 %		0%
TCHR-10MO 1/2	B		0%		0%	1	11.11 %		0%	8	88.89 %		0%
	C		0%		0%	3	13.64 %		0%	19	86.36 %		0%
	D		0%		0%		0%		0%	6	100%		0%
	E		0%		0%		0%		0%	1	100%		0%
TCHR-11MO 1/2	C		0%		0%		0%		0%	2	100%		0%
TEACHER - 10 MO	A	3	0.45 %	31	4.6 1%	69	10.25 %		0%	563	83.66 %	7	1.0 4%
	B	4	0.80 %	10	2.0 1%	48	9.66 %	1	0.20 %	434	87.32 %		0%
	C	28	0.89 %	102	3.2 5%	273	8.71 %	3	0.10 %	2720	86.79 %	8	0.2 6%
	D	3	0.51 %	21	3.6 0%	95	16.27 %		0%	460	78.77 %	5	0.8 6%
	E		0%	2	4.1 7%	8	16.67 %		0%	37	77.08 %	1	2.0 8%
TEACHER - 11 MO	A		0%		0%		0%		0%	1	100%		0%
	B		0%		0%		0%	1	25%	3	75%		0%
	C	1	0.93 %	1	0.9 3%	13	12.04 %		0%	92	85.19 %	1	0.9 3%
	D	1	2.78 %	1	2.7 8%	6	16.67 %		0%	28	77.78 %		0%
	E		0%	1	16. 67 %		0%		0%	5	83.33 %		0%
Grand Total		**71**	**0.84 %**	**344**	**4.0 8%**	**1437**	**17.04 %**	**7**	**0.08 %**	**6551**	**77.67 %**	**24**	**0.2 8%**

9. Comparison of organizational demographics with Howard County demographics
The table below provides a summary of the total number of regular employees in the Howard County Public School System (HCPSS) by ethnicity.

	2016-17
American Indian or Alaska Native	22
Asian	316
Black or African American	1,335
Hispanic	227
Native Hawaiian or Other Pacific Islander	5
Two or More Races	76
White	6,250
Total *	**8,231**

* Includes terminations as required by the Annual Staff Data Verification Report provided to the Maryland State Department of Education.

10. Summary of any programs focused on maintaining or improving demographic data
The Office of Human Resources is comprised of highly qualified and dedicated staff that strives to provide excellent customer service to all stakeholders. Goals for the office include recruiting, retaining, and developing a diverse cadre of the highest quality certificated personnel, support professionals, and administrative staff. In an effort to achieve these goals, the Office of Human Resources is divided into four distinct areas: Support Services Recruitment and Hiring; Teacher Recruitment and Hiring; Employee Compensation, Leave, and Retirement Services (HR Workday Operations) and Administrative Recruitment and Hiring/Employee Certification and Licensure. The Support Services team is responsible for the recruitment and hiring of support staff, substitute teachers, and other temporary employees. The Teacher Recruitment and Hiring team handles teacher and certification. The Employee Compensation, Leave, and Retirement Services team is responsible for new employee compensation and transactions, Family Medical Leave Act (FMLA) compliance, other leaves of absence, and retirement services. The Administrative Recruitment and Hiring team is responsible for school-based administrative and central office hiring. Employee Certification and Licensure works with teacher certification, tuition reimbursement, and stipends.

Several key initiatives and accomplishments throughout this past year include:

- Successfully filled 257 teaching and related-services positions.
- Increased the diversity of new teacher hires from 13.6 percent in 2015 to 27.6 percent in 2016.
- Increased the diversity of certificated, management, and technical professional employees from 24.6 percent in 2015 to 25.6 percent in 2016.
- Expanded recruiting and interviewing opportunities for teacher candidates.
- Implemented a new employee onboarding program.
- Began screening applicants for teacher vacancies using an innovative pipeline process through the Frontline Applicant Tracking System, our application management software.
- Initiated focus groups with new employees, as well as school-based administrators and curriculum coordinators, to elicit feedback on our recruiting and hiring processes.

In an effort to align with Goal 4, Strategy 4.2.1 of Vision 2018, the Support Services team is responsible for the recruitment and hiring of all support personnel. This provides for a consistent process for the hiring of paraeducators, student assistants, clerical staff, health assistants, security assistants, food and nutrition personnel, and custodial, grounds, and maintenance employees. The Support Services team is also responsible for the hiring of all temporary employees. Temporary employees consist of substitutes for teachers, paraeducators, and clerical staff, as well as coaches, advisors, and lunch recess monitors. In addition, each year over 100 temporary employees are hired to support summer curriculum workshops, summer school programs, and the custodial, grounds, and maintenance offices.
The Office of Human Resources uses a variety of strategies to attract qualified applicants for the system's support services positions. The first level of recruitment is through the online application system accessed via the HCPSS website, where all support staff vacancies are listed for the applicant's review. Position vacancies are also posted on the HCPSS Staff Hub. Hard-to-fill vacancies (e.g., custodial supervisors and maintenance employees) are advertised on the school system website and HCPSS Facebook and Twitter accounts.

In an effort to recruit a talented, diverse workforce for custodial, grounds, and maintenance positions, the Support Services team works with managers in each area to update job descriptions and determine best practices for advertising vacancies. These positions are advertised through online job search sites such as K12JobSpot.com, Indeed.com, Craigslist, and Monster.com. Human Resources staff also participates in local job fairs that draw candidates in these fields. For the third consecutive year, staff attended the Multiservice Center Fall Career Fair, which provides an opportunity to meet community members seeking employment with the school system. The Support Services team continues to grow our partnership with Lincoln Technical Institute, an excellent source of candidates for building services positions.
Each year, the Howard County Public School System implements an aggressive nationwide recruiting operation designed to attract diverse and highly qualified teachers. The system also offers a variety of incentive programs such as tuition reimbursement, interest-free loans, competitive salary and benefit packages, and exceptional professional development.

The Office of Human Resources continues to utilize a variety of advertising venues such as social media (Facebook and Twitter), mass emails, and online teacher recruitment websites. The office has also targeted advertising for specific content areas that have limited candidate pools, such as world languages, special education, and speech language pathology. Additionally, during the spring we expanded our media presence to include new advertising platforms in order to support recruitment efforts. This included print, social media, and radio broadcast advertising.

As a recruiting tool, enhancements were made to the employment section of the Howard County Public School System website. These include additional information regarding teacher recruitment services provided by the Office of Human Resources, upgraded recruitment materials, as well as our online employment application system, Frontline Applicant Tracking System. The Office of Human Resources used the online software, Pick-a-Time, for applicants to register for the HCPSS job fair and to schedule on-site preliminary interviews. This has enabled staff to identify candidate qualifications and background information in advance of scheduled job fairs.

We are also equally committed to the retention of our workforce. There are many ways that we work to ensure that we keep talent in Howard County. We work diligently to create onboarding experiences where employees feel welcome. New teachers (new to Howard County and/or new to teaching) receive mentorship support. We offer a host of professional learning opportunities

through not only curriculum but also through the Officer of Diversity, Equity, and Inclusion and Leadership Development. We seek opportunities to develop our own talent pipeline. We encourage our employees to pursue other degrees and certifications in an effort to grow professionally.

11. All policies and procedures related to recruitment and promotion

The Board of Education sets local education policy consistent with state and federal laws governing public education. At the direction of the Board, the Superintendent and the school system administrative staff develop policies and administrative procedures to support policy decisions. The Office of Human Resources (HR), in collaboration with the Policy Office, maintains a series of policies (7000 Series – Human Resources).

The following two policies (along with the implementation procedures) display as Exhibit C and Exhibit D:

- Policy 7000 – Workforce Diversity (Exhibit C)
- Policy 7070 – Appointments to Administrative and Supervisory Certificated Positions (Exhibit D)

Additional information pertaining to HR policies may be found by visiting www.hcpss.org/board/policies/7000-series/.

12. Summary of staff retention data over a 5-year period

The table below provides a summary of staff retention data in the Howard County Public School System.

Reporting Period	Retention Percentage	Turnover Percentage
10/2012 -10/2013	95.8	4.2
10/2013 -10/2014	93.6	6.4
10/2014 -10/2015*	91.9	8.1
10/2015 -10/2016	94.8	5.2
10/2016 -Present	97.3	2.7

* Retirement Incentive

Data sources include the HCPSS Annual Strategic Plan and the Maryland State Department of Education Annual Staff Data Verification Report.

13. All other self-initiated studies, work products and deliverables related to the subject of the study

The Office of Human Resources team spent concentrated time focusing on continuous improvement. Specially, the team examined their work and best practices around interviewing and onboarding procedures. Through a variety of protocols, including reflective conversations, focus groups, and targeted next steps that will streamline their work and improve process and communication with the various stakeholders.

We conducted a focus group with team members from Human Resources, Curriculum, and school-based leaders. During our two-day exploration, we learned from one another and shared some best practices for improving recruitment strategies, interview processes, and overall communication. We wanted to ensure that the experience of our new employee was easy and representative of exceptional customer service.

We conducted another focus group with our teachers of color. We invited new teachers and veteran teachers of color to our focus group. We wanted to listen and understand the following:

- What brought you to Howard County Public Schools?
- What keeps you in Howard County Public Schools?
- What can we do to support you?
- Can you serve as an ambassador for us to help us in our future recruiting?

It was successful, and we intend to conduct another focus group in October 2017.
We know that the professional learning and the opportunities for employees to enhance their skills is a key component of engagement and retention.
To that end we must continue to:
Integrate tools and processes for equity and inclusion into other HCPSS professional development programs by:

- Developing the capacity of Teacher and Para educator Development staff to integrate diversity, inclusion, and equity and lead trainings of program offerings such as Framework in Action 2 and other teacher leader trainings.
- Developing the capacity of Leadership Development staff to integrate diversity, inclusion, and equity and lead trainings of program offerings such as New Assistant Principal and Emerging Leaders trainings.
- Developing the capacity of Curricular Programs staff to integrate diversity, inclusion, and equity and lead trainings of curricular program offerings.

14. Summary of geographic areas represented by staff on hand

The table below identifies the total number of Howard County Public School System (HCPSS) employees who reside within Howard County for the current fiscal year. This data is represented by the count of HCPSS employees living in each Howard County zip code with an overall total represented at the base of the table.

Total # of employees*	8,231
Total HCPSS employees by HC Geographic Area (zip)	
20701	0
20723	313
20759	59
20763	15
20777	35
20794	104
20833	6
21029	125
21036	29
21042	792
21043	767
21044	665
21045	579
21046	284
21075	500
21076	71
21104	78

21163	93
21723	26
21737	32
21738	54
21771	240
21784	342
21797	135
21041	8
21150	2
21765	6
Total HCPSS Howard County Residents	**5,360**

- Includes terminations as required by the Annual Staff Data Verification Report provided to the Maryland State Department of Education.

15. Howard County Public School System Student Race/Ethnicity Profile

Race/Ethnicity	Percent
American Indian/Alaskan	0.2%
Asian	21.2%
Black/African American	22.8%
Hawaiian/Pacific Islander	0.1%
Hispanic/Latino	10.4%
White	39.1%
Two or more races	6.2%

**Based upon official enrollment from September 30, 2016*

Summary (Observations/Recommendations)

We want to thank Dr. Nixon and Mr. Thompson of the Human Resources and Development Office of HCPSS for their cooperation in compiling responses to the CR-180 survey. With their assistance, Mr. Robert Ford and Mrs. Bianca Chang were able to derive much information related to HCPSS staff demographics, recruitment, hiring, promotions, and diversity training. Below are some highlights of our observations:

- ***Diversity in recruitment, hiring, and promotions in HCPSS is in line with national trends.*** Yet, there are a few areas for improvement based on the data provided.
  - ***i)*** HCPSS has a large and diverse student body. ***Our recommendation is to increase cultural proficiency courses for all staff.***
  - ii) The percentage of female staff in HCPSS is 79% and the percentage of white ethnicity among the staff is 76% ,which is close to the national average.
  - iii) The percentage of male staff in HCPSS is around 21% ,which could be increased.
  - iv) The Asian student population in HCPSS is 21.2%. Yet, the Asian staff percentage is at 3.8%. The Hispanic student population in HCPSS is 10.4% while the Hispanic staff percentage is at 2.8%. The Black/African American student population in HCPSS is 22.8% while the Black/African American staff percentage is at 16.2%. The white student population in HCPSS is 39.1% while the white staff percentage is at 76%. The percentage of American Indian/Alaskan and Hawaiian/Pacific Islander students is less than 1% in HCPSS.

- ***The percentages of hiring minority staff were 27% and 32%, respectively for school years 2016 and 2017. This uptick exceeds the previous school years' percentages.***

- Creating and hiring ***the Director of Diversity, Equity and Inclusion*** to coordinate HCPSS's cultural proficiency, diversity, equity and inclusion programs and initiatives for the school system in alignment with Vision 2018 is a plus. ***However, the position was filled in May 2017 and further evaluation is needed in the future.***

  The overall assessment based on the data provided is that HCPSS continues to demonstrate diversity in all aspects of its recruitment and hiring practices despite the gaps identified as above.

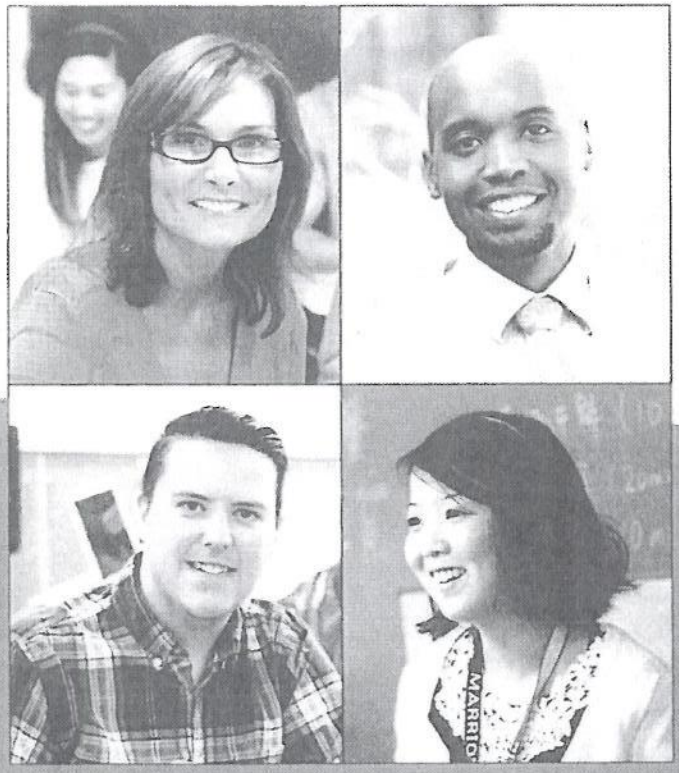
(Lead Reviewers: Chang/Ford)

EXHIBIT A

TEACHER APPLICATION PROCEDURES • EMPLOYEE BENEFITS • CAREER POTENT

Welcome Home

Become a part of the HCPSS family



Howard County, Maryland

HOWARD COUNTY PUBLIC SCHOOL SYSTEM

Investing in a World Class Workforce

A Destination System for Staff

HCPSS is a destination school system, not only for students, but for staff as well. In FY 2015, we had well over 12,000 applicants for 442 teaching and service-related positions. Thus, our system is able to select the most highly qualified candidates. In FY 2016, HCPSS employed 4,134 certificated teachers, 71.1 percent of whom held masters degrees or higher.

2015–2016
Starting Teacher Salaries
Bachelor Degree, Step 1

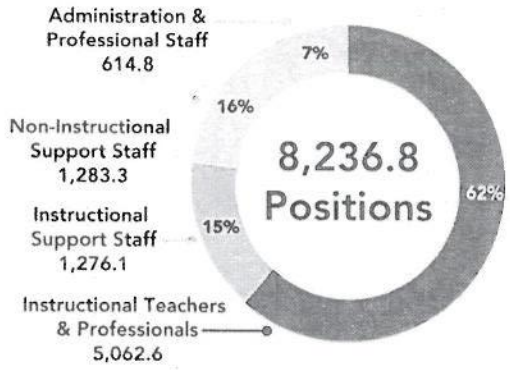
Frederick	$41,259
Harford	$42,206
Baltimore Co.	$43,000
Carroll	$43,000
Anne Arundel	$44,991
Prince George's	$46,380
Montgomery	$46,410
Baltimore City	$47,950
Howard	**$49,049**

Mid-Career Teacher Salaries
Master's Degree, Step 15

Frederick	$63,396
Baltimore Co.	$66,807
Anne Arundel	$72,890
Carroll	$73,060
Harford	$73,491
Prince George's	$78,850
Howard	**$78,989**
Baltimore City	$79,699
Montgomery	$87,844

To access A Citizen's Guide to the Superintendent's Proposed FY 2017 Operating Budget, go to:

or visit http://hcpssne.ws/cg-opbdgt17

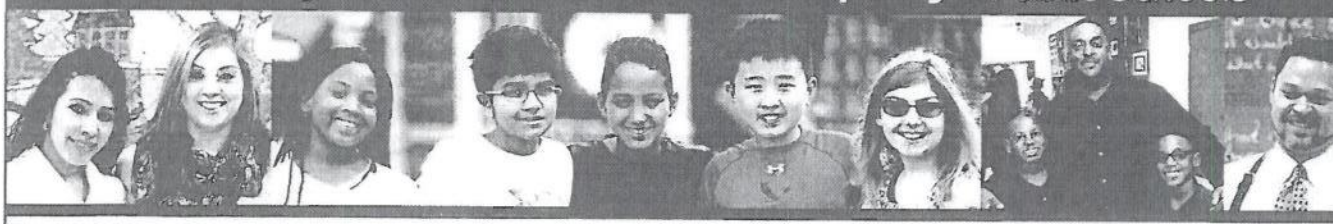


Teacher Compensation

FY 2016 Compensation	1 Year Teacher	15 Year Teacher	30 Year Teacher
Salary	$49,049	$78,989	$98,523
Employer Paid FICA	3,752	6,043	7,537
Employer Paid Pension Contribution	7,588	11,957	15,242
Employer Paid Health Benefits, Credits, and Life Insurance	5,367	15,877	14,039
Employer Paid Tuition Reimbursement	3,600	*	*
Total Compensation Pkg.	**$69,356**	**$112,866**	**$135,341**

**Tuition reimbursement is available for employees who have not exceeded their tuition reimbursement allotment per the negotiated agreement.*

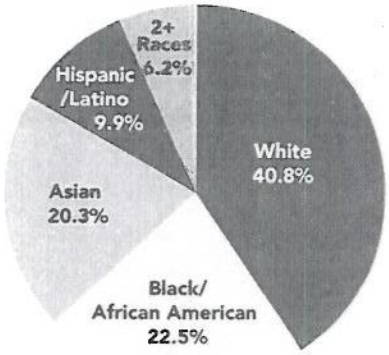
Diversity, Inclusion and Equity in Howard County Public Schools



The HCPSS values **DIVERSITY** and is committed to **EQUITABLE** and **INCLUSIVE schools and work environments.**

HCPSS Student Race/Ethnicity*

Our diverse student population brings a rich mix of culture, experiences, and ideas to our schools.



American Indian/Alaskan 0.2%
Hawaiian/Pacific Islander 0.1%

*as of November 2015

Recent Initiatives

The HCPSS has introduced a variety of programs designed to build a welcoming and inclusive school climate. These include:

- **Teachers for Tomorrow**, a partnership with McDaniel College that aims to develop a more diverse HCPSS workforce and help eliminate achievement gaps.
- **Student Voice**, bringing students and staff together to critically examine and plan for school improvement, specifically for inclusion and equity.

We believe in...

Promoting integrity, civility and global citizenship.

Enriching learning by honoring our diversity.

Fostering a culture of trust, collaboration and shared responsibility.

Student Voice
Listening *to* our students.
Learning *from* our students.
Leading *with* our students.

- A **Committee for Diversity and Inclusion**, to recommend programs that promote mutual respect and leverage diversity, so HCPSS can become an even stronger school community.
- **Cultural Proficiency and Equity Advisory Committee**, a systemwide committee that strives to advance practices and policies that provide equal access to high quality education for each and every student.

Cultural Proficiency Supports

In an ongoing effort to foster effective communication, respect, and collaboration in our diverse school system, HCPSS provides numerous learning opportunities and supports to staff, schools, and community with developing their cultural proficiency. These supports include:

- Professional learning, inservice seminars, symposiums, conferences, and courses throughout the year.
- Graduate programs partnered with local universities.
- Mentoring, and site-based cultural proficiency champions.
- Cultural Proficiency rubrics that serve as tools to improve practice.

The HCPSS also integrates cultural proficiency with all other profession and organizational development services, including teacher induction and leadership development.

Connect with the

HoCo Public School System

www.hcpss.org

hocoschools

@hcpss

Related Programs

- Childcare and Early Childhood Education
- Fire Science: Maryland Fire and Rescue Institute (MFRI)
- Homeland Security and Emergency Preparedness
- Legal Support Services

Maryland CTE

- Frequently Asked Questions
- College and Career Readiness
- Statewide Articulation Agreements
- Student Organizations
- CTE Awards of Excellence

Maryland CTE Program of Study

Teacher Academy of Maryland (TAM)

The Teacher Academy of Maryland program prepares students for further education and careers in the education profession. The program focuses on human growth and development through adolescence, teaching as a profession, curriculum and instruction and an education academy internship. Upon completion of the program and passing the ParaPro test or PRAXIS I, high school graduates are ready for employ in the teaching profession. This program is based on the outcomes of the Maryland Associate of Arts in Teaching (AAT) degree, which aligns the National Council for the Accreditation for Teacher Education standards.

CTE Course Sequence

Human Growth and Development through Adolescence

This course focuses on human development from birth through adolescence. Emphasis is placed on theories of physical, cognitive, and psychosocial development, the effect of heredity and the environment, the role of caregivers and the family, health and safety concerns, and contemporary issues.

Teaching as a Profession

This course focuses on the profession of teaching

Foundations of Curriculum and Instruction

This course explores curriculum delivery models in response to the developmental needs of all children. Emphasis is placed on the development of varied instructional materials and activities to promote learning, classroom management strategies, and a supportive classroom environment.

Education Academy Internship

The internship is the culminating course of the Education Academy Program. Students will have an opportunity to integrate content an pedagogical knowledge in an educational area of interest. They will have an opportunity to extend and apply their knowledge about teaching in a classroom setting under the supervision of a mentor teacher.

Additional Program Advantages

Program Affiliate

Towson University

TOWSON UNIVERSITY™

Student Organization

Teachers for Tomorrow

Teachers for Tomorrow (T4T) is an innovative program to lift students from poverty, create a diverse and highly effective workforce, and help to eliminate gaps in learning achievement.

2016 Teachers for Tomorrow Recipients – Watch the signing day ceremony

An important part of the Howard County Public School System's (HCPSS) effort to engage and motivate its 53,000 students is a commitment to developing a diverse workforce. T4T will build a pipeline of teachers who reflect the ethnic, cultural, and economic diversity of our student body and have an affinity for the school system. This unique initiative will create an affordable pathway to college for deserving and qualified HCPSS students interested in returning to the school district as teachers following their college graduation.

HCPSS partnered with McDaniel College to help low-income, first generation college students from Howard County pursue a degree in a field of their choice with a minor in education. Up to twelve participants each year will receive reduced tuition rates and financial support to allow college attendance at virtually no cost, in exchange for a commitment to return to HCPSS as teachers or professionals. Learn more about the 2016 recipients and watch their signing day ceremony.

Interested in applying for the program? Fill out an interest form and view a suggested application timeline →

Photo of Teachers for Tomorrow scholarship winner, Kory Williams

What T4T Means to Me and My Family

Kory Williams, a 2016 graduate of Reservoir High School, is part of the first cohort of Teachers for Tomorrow (T4T) scholarship winners. While at Reservoir, Williams was a champion sprinter and hurdler, and taught sports fundamentals to youth through the Howard County Recreation and Parks department. Read why T4T is such an incredible opportunity for him and his family.

The program commits students to teach or work in Howard County Public Schools for three years following college graduation and successful completion of the Maryland State Board of Education

certification process. Students are able to pursue any course of study they choose, but they must also complete a core set of courses in education including serving as a student teacher. This will ensure we are putting teachers in the classroom who understand the process and mechanics of teaching as well as the subject matter. Participants are required to maintain a pre-determined grade point average (GPA) and complete their college study within four years.

Media

5/5/16 – Students Receive 'Teachers for Tomorrow' Scholarships In Howard County, CBS Baltimore

5/5/16 – Howard school system announces Teachers for Tomorrow scholarship winners, Baltimore Sun

12/27/15 – Howard County partners with McDaniel College, WBAL-TV

Read more media coverage

Each year, Howard County graduates more than 3,800 students from its 12 public high schools and three education centers. Of these, 85 percent attend college after graduation. Our goal is to recruit a cross section of the best and brightest to return as part of our workforce. Criteria for selection include educational achievement, recommendations from current teachers and guidance counselors, and the socioeconomic status of the student and family. Special consideration also will be given to those who will be first generation four-year college students.

The T4T program will enable a greater number of low-income students to afford and earn four-year college degrees leading to professional careers after graduation. Upon completion, these young adults will make a difference for students in years to come. Beyond the local impact, T4T will supplement America's teaching corps with a more diverse, well-educated workforce that can go anywhere and improve any organization once they fulfill their commitment to Howard County Public Schools.

View frequently asked questions about the program (PDF)

Photo of Teachers for Tomorrow scholarship winner, Lucero Espinal

How T4T is Helping Me Achieve My Dreams

Lucero Espinal, a 2016 graduate of Oakland Mills High School, is part of the first cohort of Teachers for Tomorrow (T4T) scholarship winners. Espinal plans to build upon her experiences in the Howard County

Public School System while attending McDaniel College, where she will prepare for a career in education and increase her community involvement. Read about how T4T is helping her pursue her dreams.

The Howard County Public School System (HCPSS) is the fastest growing and among the highest achieving school system's in Maryland. HCPSS serves 55,000 students, 8,100 staff and 76 schools within a diverse community located nearly equal distance between the Baltimore and Washington DC metropolitan areas.

This is skilled manual and technical work at the experienced level. An employee in this class, with general supervision from an assigned supervisor, installs, maintains, repairs, programs and performs upgrades of a variety of intercommunication (public address) equipment, including synchronized clocks, bell schedules, cafeteria and gym sound systems, athletic scoreboards/sound systems, and door access control systems. Performance is evaluated periodically.

Benefits include:

- Medical, dental, vision (employer pays 85% of premium)
- Pension
- Life Insurance
- Uniforms
- Tuition Reimbursement
- Annual, sick and personal leave as well as 15 paid holidays

TO BE CONSIDERED FOR THIS POSITION YOU MUST COMPLETE AN ONLINE APPLICATION AT:

www.applitrack.com/hcpss/onlineapp/

Under the Fair Labor Standards Act, this position is not exempt from overtime.

Salary: Up to $29/hr. dependent upon experience

Benefits include:

- Medical, dental, vision (employer pays 85% of premium)
- Pension

- Life Insurance
- Uniforms
- Tuition Reimbursement
- Annual, sick and personal leave as well as 15 paid holidays

ESSENTIAL JOB FUNCTIONS

- Requires standing, walking, sitting, bending, squatting, arm and hand movements, and climbing
- Ability to carry tools and lift and handle materials of 80 to 100 pounds
- Ability to climb up and down stairs with heavy loads, to load and unload materials
- Requires working at heights on aerial lifts, scaffolding, stepladders and/or extension ladders; or to crawl in, under, over, or through equipment
- Requires working in confined spaces
- Knowledge of safety practices
- Ability to work from plans, wiring diagrams, schematic drawings, and work orders.
- Drives a vehicle to and from work sites, suppliers and contractors
- Required to respond, on a rotating basis, to 24-hour emergency calls after regular working hours and on weekends and holidays, in accordance with the needs of The Howard County Public School System Building Services.

This job description is a summary of the functions of the job, not an exhaustive or comprehensive list of all possible job responsibilities, tasks and duties.

EXAMPLES OF WORK

- Installs, services, repairs, programs, provides interfaces to and tests electronic systems and equipment, including commercial security, door access, closed circuit television, fire alarm, telephone, public address communications, synchronized clocks, bells, cafeteria gym sound systems and athletic/scoreboard systems
- Troubleshoots electronic equipment and components as well as field wiring and system programming with internal and/or computer terminal and system software required by each system

- Provides accurate written reports on system parameters and configurations, equipment and materials used
- Troubleshoot, repair, adjust, program, and assist end users with set-up operation and configuration changes as necessary
- Gives technical advice to school staff on proper operation of these systems
- Works with contractors to identify and resolve system discrepancies
- Replace components in a variety of systems as needed; estimate time and materials for needed repairs, upgrades or equipment replacement
- Schedule routine preventive maintenance work and maintain accurate records and logs of such activity; requisition parts, components and supplies as required.
- Installs electronic equipment and cables in accordance with NEC standards and all other applicable codes

REQUIRED KNOWLEDGE, SKILLS, AND ABILITIES

- Knowledgeable in the following manufacturers' specific equipment: Rauland Telecenter V and 21, Bogen, CareHawk, Datronics, AiPhone, Viking and Meridian
- Extensive knowledge of sound and public address systems, including microphones and amplifiers, including mechanical and electronically stored program DOS- and Window-based technologies
- Ability to diagnose problems with intercommunication systems, clock and bell systems
- Ability to create, interpret, annotate, and read drawings, sketches, wiring diagrams, schematics, program worksheets, manuals, and other documentation and specifications
- Proficiency in preparing and maintaining simple and concise reports of work assignments and materials used; maintain inventories of equipment or warranties
- Familiar with linear (resistor and capacitor); non-linear (transistor, logic and diode) theory, parallel and series circuits, the application of Ohms law and other electronic theory, and DOS/Windows modem/serial communications protocol
- Ability to climb and work from scaffolds, ladders, catwalks, and aerial lifts, and to pass the physical examination for this classification, including a color vision test
- Knowledgeable in the proper use and care of electronic test equipment and tools associated with the trade
- Ability to meet schedules and timelines; work independently with limited direct supervision
- Ability to work safely and productively around students.

- Ability to work cooperatively and collaboratively with staff, vendors and other professionals when needed
- Ability to communicate effectively with others and get along well with fellow workers, administrators and pupils
- Ability to safely operate a motor vehicle.

EMPLOYEE SAFETY

The employee is responsible for using safety devices and protective equipment in order to minimize the frequency and severity of work-related accidents. The employee is also responsible for using safe practices and methods in the operation of equipment and supplies related to his particular job. The employee is further responsible for correcting and/or reporting any conditions within the building or grounds that may be hazardous to employees, students or staff members assigned to the building.

MINIMUM EDUCATION, TRAINING AND EXPERIENCE

High school diploma or equivalent, including or supplemented by formal training in basic electronics and electrical theory and computer technology, plus five years of paid experience in testing, maintaining, repairing, and improving building electronic and electromechanical systems.

OR

High school diploma or equivalent with completion of recognized course in electronic technology and five years of paid experience in trouble-shooting, maintaining, repairing, improving and programming building electronic and electromechanical systems.

REQUIRED LICENSES AND CERTIFICATES

Valid driver's license and a good driving record.

PRE-EMPLOYMENT PHYSICAL

The person selected for this position must meet all requirements of the physical examination administered by a medical service selected by the Howard County Public School System.

OTHER DESIRABLE QUALIFICATIONS

Working knowledge of the National Electrical Code, NFPA 72, skill in the set-up and use of DOS/Windows-based computer usage, terminal emulation and modem communications. Familiarity

with stored-program systems such as those by GE/Ademco (Vista); DuKane (StarCall); Edwards (IRC3, EST2, ESA2000, LSS4); Notifier, GE/Interlogix, Pyrotronics (MLX); Radionics 5200, 9112, 7212, RAM II; Rauland (TCIV, TCV, TC21, 2490, 2524); Simplex 4020 and the use of programmers, terminal programs such as ProComm, personal computers and associated proprietary and generic software required to maintain, install, configure, interface, expand, test, backup, and restore system settings.

Equal opportunity employer

ELIJAH E. CUMMINGS
7TH DISTRICT, MARYLAND

RANKING MEMBER, COMMITTEE ON
OVERSIGHT AND GOVERNMENT REFORM

COMMITTEE ON
TRANSPORTATION AND INFRASTRUCTURE
SUBCOMMITTEE ON COAST
GUARD AND MARITIME TRANSPORTATION
SUBCOMMITTEE ON
RAILROADS, PIPELINES, AND HAZARDOUS
MATERIALS

Congress of the United States
House of Representatives
Washington, DC 20515

☐ 2163 RAYBURN HOUSE
WASHINGTON, D
(202) 225-
FAX: (202) 2

DISTRICT O
☐ 1010 PARK A
SUITE 1
BALTIMORE, MD
(410) 685-
FAX: (410) 6

☐ 754 FREDERIC
CATONSVILLE, MD
(410) 719-
FAX: (410) 4

☐ 8267 MAIN S
ROOM 1
ELLICOTT CITY, MD
(410) 465-
FAX: (410) 4

www.cummings.

April 6, 2017

Dear Employer,

I would like to express my sincere gratitude for your organization's participation in my 20th Annual Job Fair on April 3, 2017, and making it such a successful event.

As a result of your involvement, more than 1200 job seekers were able to obtain information about current job openings, upward mobility, and career training. As you know, it continues to be a difficult economic climate for job seekers. It is my hope that this Job Fair helped job seekers find resources that lead to employment opportunities. In addition, I hope this event provided you with potential employees equipped to enhance your organizations.

In order to make next year's Job Fair more successful, I ask that you fill out the enclosed evaluation form. It is important for me to hear your feedback and suggestions as my office plans for the 2018 event. Please fill out the form at your earliest convenience and send it to my Staff Assistant, Ms. Chanan Lewis, via fax at 410-685-9399 or email it to chanan.lewis@mail.house.gov.

I truly appreciate your participation and sharing information about job openings at your organization. I look forward to working with you in the future.

Sincerely,

Elijah E. Cummings
Member of Congress

EEC/cl

Enclosure

Natasha Mahasa

From: Natasha Mahasa
Sent: Monday, March 13, 2017 1:41 PM
To: Laurie Watts; Barbara Liberto
Subject: FW: Job Fair Confirmation and Parking Pass
Attachments: Parking Pass FALL 2017.pdf

FYI

From: Rosado, Irma [mailto:irosado@howardcc.edu]
Sent: Monday, March 13, 2017 1:35 PM
Subject: Job Fair Confirmation and Parking Pass

Dear Recruiter,

We are pleased to confirm your participation at our Spring 2017 Job Fair.

Location: Howard Community College
Science and Technology Building
Burrill Galleria
Friday, March 17, 2017

Job Fair Schedule: Check-in 9:00 am – 10:00 am (Continental Breakfast provided)
Job Fair 10:00 am – 1:00 pm
Lunch 1:00 pm – 2:00 pm (Game Room)

Directions/ Parking: For directions and campus map visit: http://www.howardcc.edu/about-u
and-directions/campus_locations/location.html
You are encouraged to park in Parking Lot A. Enclosed is your parking per
representatives is recommended to save room for the numerous job seeke
your parking permit. Carpooling with your representatives is recommende
numerous job seekers anticipated.

Tables/ Outlets: Tables are assigned in the order that registrations and payments were re
not available.

Refund Policy: Registration fee is non-refundable.

Miscellaneous: The intent of this fair is to promote the hiring of positions; therefore, the s
services is prohibited.

Thank you for your registration. We look forward to assisting you with your recruiting nee
please contact our staff at 443.518.1340

Sincerely,

David M. Tirpak, Ph.D

David Tirpak, Ph.D.
Assistant Director

Natasha Mahasa

'om: Askew, Quinton <qaskew@howardcountymd.gov>
Sent: Wednesday, March 02, 2016 1:00 PM
Subject: Howard County MultiService Center - 2016 Spring Career Fair
Attachments: 2016 Spring Career Fair Registration Form.docx

Importance: High

Good afternoon,

Please accept our invitation to partner with The Howard County MultiService Center at the 2016 Spring Career Fair on Wednesday, April 20, 2016 at the North Laurel Community Center. The Career Fair will provide an excellent opportunity for your company to recruit new talent, interview potential employees and receive numerous applications and resumes.

2016 Spring Career Fair
Wednesday, April 20, 2016- 9am – 1pm
The North Laurel Community Center
9411 Whiskey Bottom Road
Laurel, Maryland 20723

Here's why your participation in the Career Fair might be beneficial:

- You will have the opportunity to interview dynamic people with relevant skills.
- A promotional campaign will be launched before this event utilizing direct mail, the internet, our Workforce Development Partner employment offices and more.

Please use attached registration form to ensure your business's participation. Early registration is recommended as space is limited. **There is no cost to participate for employers and a continental breakfast/lunch will be provided.**

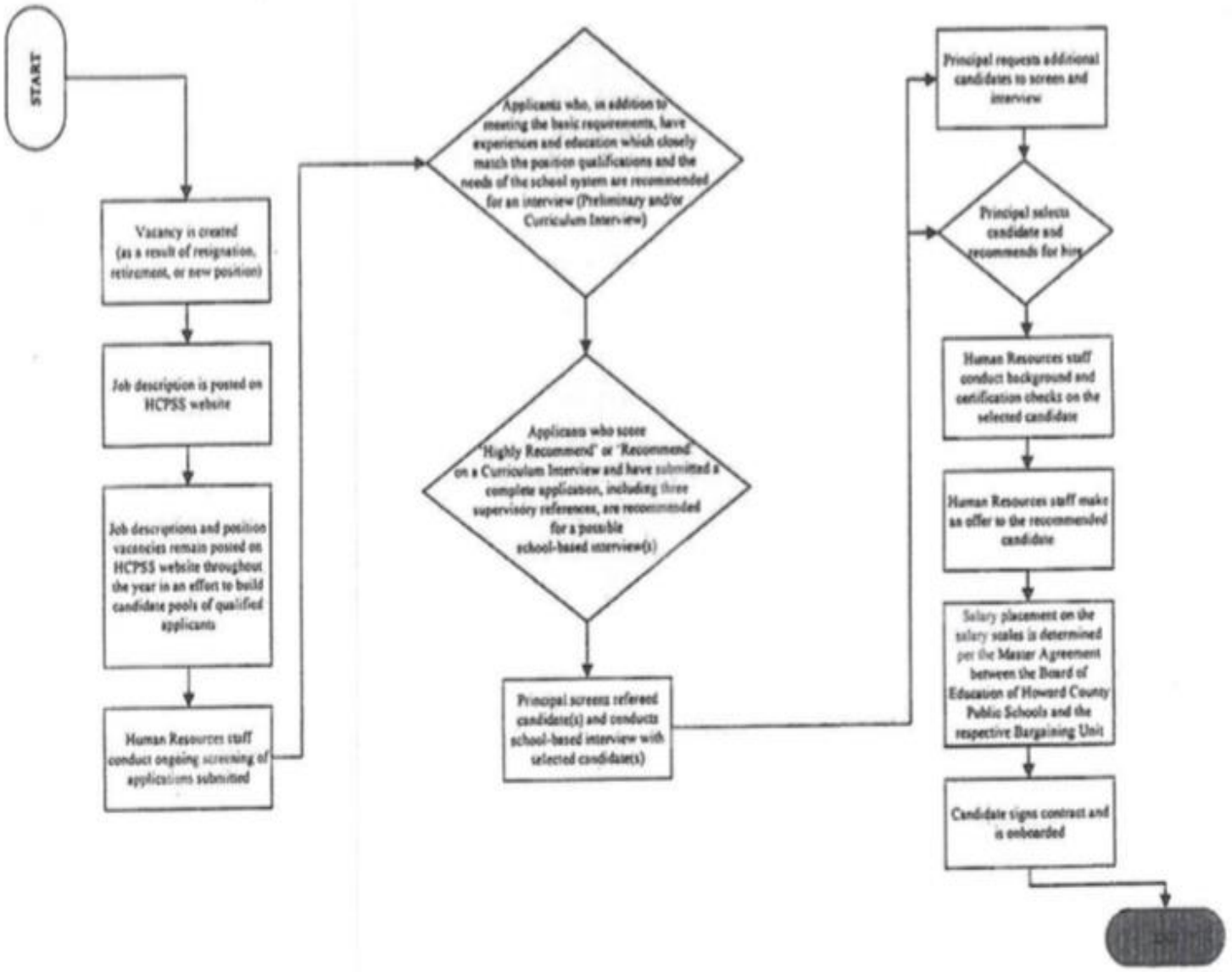
If you have additional questions, do not hesitate to contact Quinton Askew at 410-313-0220 or qaskew@howardcountymd.gov

Regards,
Quinton Askew
Quinton Askew

EXHIBIT B

Howard County Public School System's Hiring Process

For all Certificated Positions (Including teachers, counselors, and all related-service providers)



Howard County Public School System's Hiring Process

For all Support Services, Administrator, and Certificated, Management, and Technical Positions/Vacancies

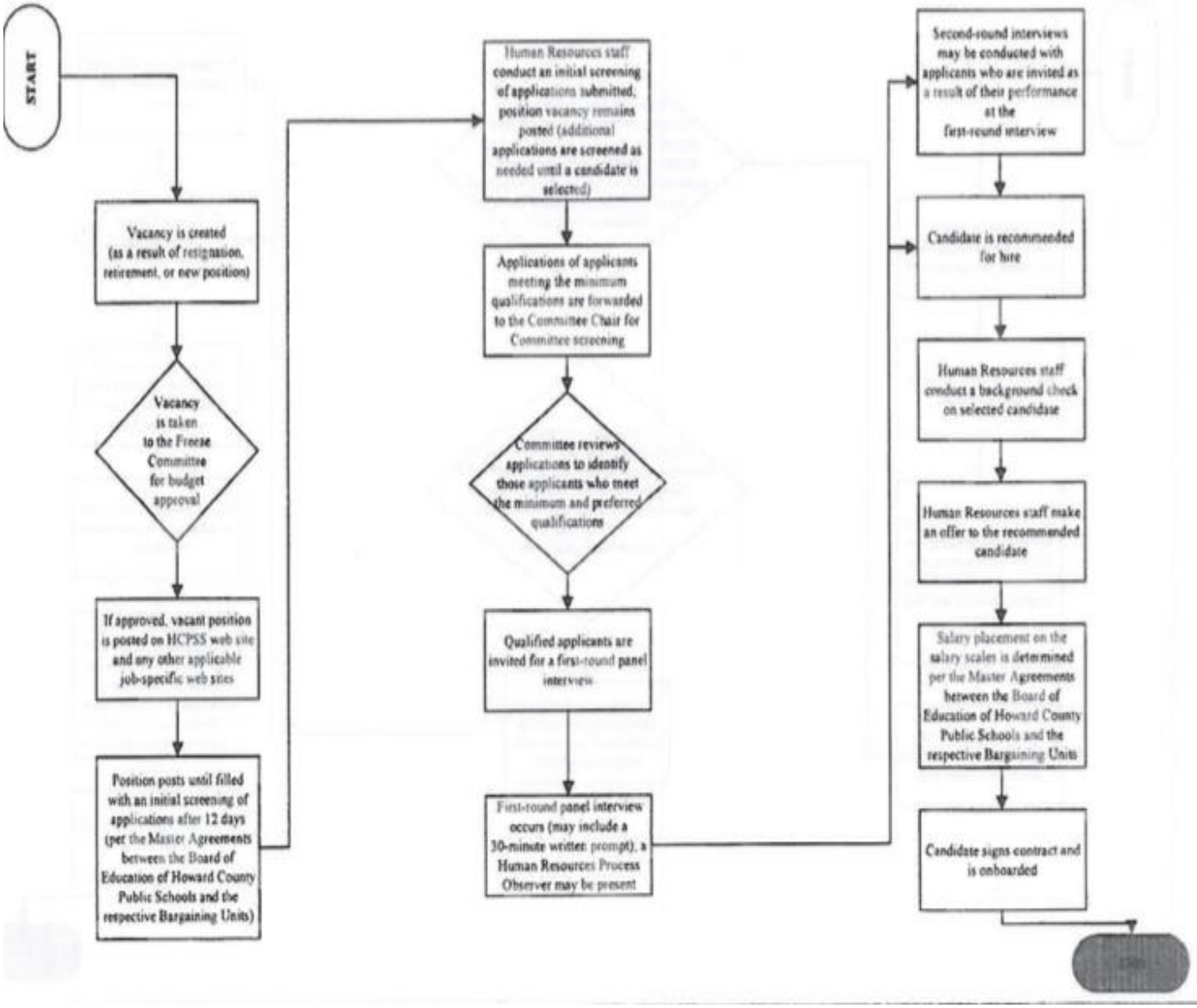


EXHIBIT C

HOWARD COUNTY
PUBLIC SCHOOL SYSTEM

POLICY 7000
WORKFORCE DIVERSITY

BOARDOFEDUCATION

Effective: July1, 2005

I. Policy Statement

The Howard County Board of Education recognizes the important social and educational benefits of maintaining a diverse staff. In particular, Board believes that interaction with staff from varied backgrounds enhances the educational experiences of all students by providing an environment that contributes to an understanding of diversity and the enrichment of the academic program. To this end, the Board supports efforts to provide for a diverse workforce, particularly when there is evidence of significant underutilization of a particular group. It is committed to doing so while also fulfilling its responsibility to ensure that employment practices are free of discrimination and that equal employment opportunities are provided for all persons.

II. Purpose

The purpose of this policy is to provide guidelines for the pursuit of a diverse work force and the implementation of employment practices that are free of discrimination.

III. Definitions

A. Affirmative Action – The deliberate implementation of procedures designed to provide equal employment opportunities for all individuals while making efforts to provide for a diverse workforce.

B. Affirmative Action Program – Policies, practices and procedures used to ensure that all qualified applicants and employees receive equal opportunities for recruitment, appointment, advancement and other terms and privileges associated with employment. Affirmative action programs include the evaluation of work force composition compared to relevant labor pools and practical steps to address underutilization.

IV. Standards

A. The Board of Education will comply fully with all applicable federal, state and local nondiscrimination laws with regard to equal employment opportunities.

B. Illegal discrimination is forbidden in any employment policy or practice, including the recruitment, employment, assignment, compensation, promotion, retention and transfer of employees.

C. The Superintendent will work to provide diversity of the workforce in order to provide a more enriched educational experience to students.

D. The Superintendent will respond to significant underutilization of a particular race, ethnicity or gender within appropriate job categories, where it exists, through a program of Affirmative Action.

E. The Superintendent will submit annually to the Board, a report regarding staff turnover and projected needs. The report will include history, long-range plans, racial composition and distribution of staff and students, information on trends, and describe any affirmative action programs being utilized, and the progress being made to achieve the stated goals.

V. Compliance

The Superintendent is responsible for implementing procedures that will ensure compliance with this policy, as well as local, state, and federal laws regarding employment. Procedures are expected to address the areas of recruitment, employment, assignment, compensation, promotion, retention, transfer and dismissal.

VI. Delegation of Authority

The Superintendent is authorized to develop procedures for the implementation of this policy.

VII. References

A. Legal
Federal Law
§1400, U.S.C. 20, §794, U.S.C. 29, §504, Rehabilitation Act of1973
Annotated Code of Maryland, Education Article
§§9-104, 4-205, 6-401(d), 6-501(f), Title9

B. Other Board Policies

VIII. History

ADOPTED: August 5, 1969
REVIEWED: July1, 2011
MODIFIED:
REVISED: October12, 1989
January13, 2005
EFFECTIVE: July1, 2005

HOWARD COUNTY
PUBLIC SCHOOL SYSTEM

POLICY 7000-IP
IMPLEMENTATION PROCEDURES

WORKFORCE DIVERSITY

Effective: July1, 2005

I. General

The Superintendent is responsible for ensuring nondiscrimination in employment and implementing, directing, and maintaining an Affirmative Action Program.

II. Specific responsibilities related to implementing an Affirmative Action Program are as follows:

A. Office of Equity Assurance

1. Assist in the review of policies and procedures related to equal employment opportunities, as appropriate.

2. As needed, review Howard County Public Schools' personnel policies and procedures related to recruitment, promotion, and hiring to determine the following:

a. Compliance with Federal and State guidelines.
b. Effectiveness in meeting objectives.
c. Need for revision.
d. Conduct meetings and workshops for administrators and supervisors to explain, clarify, and review the purpose and responsibility of implementation of an Affirmative Action Program.
e. Provide direct assistance to administrators and other appropriate individuals in carrying out equal employment practices.
f. Assist in development and implementation of monitoring procedures to measure effectiveness of the program initiatives and processes.
g. Serve as liaison with governmental agencies and special interest groups in equal employment opportunity and affirmative action matters.

B. Office of Human Resources

1. Develop recruitment, promotion, and employment procedures consistent with affirmative action including the following:

a. Advertise in a manner to attract the widest pool of applicants to include all present employees of the Howard County Public School System, as appropriate.

b. Identify the Howard County Board of Education as an equal opportunity employer in all recruitment materials and other employment publications.

2. Develop and maintain recruitment sources such as:

   a. Colleges and universities that have large numbers of students from underutilized groups.
   b. Facilities and resources of organizations serving underutilized groups.
   c. Maryland State Employment Services Offices.
   d. Government Agencies.
   e. Local special interest groups.

3. Review recruitment and application materials to ensure:

   a. Job announcements for classified and professional employees are uniform in format.
   b. Applications contain only job-related questions.
   c. The Howard County Board of Education is identified as "An Equal Opportunity Employer."
   d. Personal interviews limit their scope to job-related questions.

4. Develop recruitment procedures that:

   a. Use trained recruiters who reflect the diversity of staff and students in the school system.
   b. Encourage underutilized groups and other special interest groups to refer qualified applicants.

5. Establish selection, appointment, and assignment procedures that:

   a. Ensure that selection panels reflect the diversity of staff and students in the school system.
   b. Limit personal interview questions to those that are job-related.
   c. Develop selection processes that relate to essential job functions:
      i. Discuss specific needs with appropriate personnel (*i.e.* principal, cafeteria manager, etc.).
      ii. Screen available applications in terms of essential job requirements.
      iii. Involve principal and/or other administrators and supervisors in the selection process.
   d. Review and update:
      i. Job descriptions.
      ii. Application forms and procedures.
      iii. Position titles.
      iv. Interview procedures and techniques.
      v. Career counseling and training programs for present employees.

e. Report staffing patterns to assist administrators in maintaining balanced staffing throughout the school system.

6. Prepare an annual report and others, as needed, on recruitment and employment results including:

a. Annual review of staff patterns.
b. Results of recruitment efforts.
c. Report and respond to practices and procedures which may cause discrimination complaints.
d. Recommendation to the Superintendent of ideas and suggestions for improvement.

C. Administrative and Supervisory Personnel

1. Take leadership role in observing the spirit and intent of affirmative action and laws and regulations and policies concerning discrimination.

2. Take leadership role in their division or section in relation to an Affirmative Action Program and procedures including:

a. Review the employee potential for leadership without distinction or discrimination.
b. Identification of specific areas of underutilization.
c. Communication of the purpose and procedures of the Affirmative Action Program to all members in the school or department.
d. Participate in meetings and workshops, which serve to explain, clarify, and review purposes, procedures, and responsibility for implementation of the Affirmative Action Program.

3. Assess the school's or section's progress related to the Affirmative Action Program.

D. Office of Public Information

1. Publicize the Board’s commitment to workforce diversity and nondiscrimination to promote understanding among employees and employee organizations and the community in general.

2. Publish information related to workforce diversity and nondiscrimination in various publications.

3. Assure distribution of materials as needed.

III. Concerns, questions, or complaints related to implementation of this policy should be submitted in writing to the Superintendent.

IV. History

ADOPTED: August 5, 1969
REVIEWED: July 1, 2011
MODIFIED:
REVISED: October12, 1989
January 13, 2005
EFFECTIVE: July 1, 2005

HOWARD COUNTY
PUBLIC SCHOOL SYSTEM

BOARD OF EDUCATION
POLICY 7070
APPOINTMENTS TO ADMINISTRATIVE AND SUPERVISORY CERTIFICATED POSITIONS

Effective: July1, 2008

I. Policy Statement

The appointment of competent and highly qualified personnel to leadership positions is essential to the effective operation of the Howard County Public School System. Uniform and fair practices must be followed throughout the process.

II. Purpose

The purpose of this policy is to provide direction for the appointment of certificated administrators and supervisors.

III. Definitions

A. Certificated–Requiring a Maryland State Department of Education certificate, as indicated within the job description.

B. Certificated Supervisory or Administrative Position – A position for which the school system requires Maryland State Department of Education Administrator I or II certification.

C. School-based Administrative Position– Principal or assistant principal

IV. Standards

A. In accordance with Maryland law, the Superintendent will recommend in writing to the Board of Education the approval of all appointments and promotions to certificated positions.

B. The Superintendent has the authority to assign and reassign certificated employees.

C. Vacancies for school-based administrative positions will be advertised as a classification and not on an individual school basis so that a candidate may be given consideration for any of the vacancies that may exist.

D. Announcements of vacancies will comply with current negotiated master agreements when applicable.

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E. Uniform procedures for accepting and screening applications and selecting those most qualified to meet the needs of the school system will be developed and followed.

F. Promotion of applicants from within the school system will be encouraged. The school system will provide professional development programs designed to enhance opportunities for career advancement and promotion.

G. The needs of individual schools will be considered when making school-based administrative appointments.

V. Compliance

The Superintendent/designee is responsible for ensuring that the provisions of this policy are followed.

VI. Delegation of Authority

The Superintendent is authorized to develop appropriate procedures to implement this policy.

VII. References

A. Legal

The Annotated Code of Maryland, Education Article, Section 4-103 (School personnel)
The Annotated Code of Maryland, Education Article, Section 6-201 (Appointment, tenure, and qualifications)
The Annotated Code of Maryland, Education Article, Section 6-501

B. Other Board Policies

C. Other

Master Agreement Between the Board of Education and the American Federation of State, County and Municipal Employees
Master Agreement Between the Board of Education and the Howard County Administrators Association
Master Agreement Between the Board of Education and the Howard County Education Association

ADOPTED: September 28, 1976
AMENDED: November 21, 1989
November 26, 1991

April 10, 2008
EFFECTIVE: July 1, 2008

HOWARD COUNTY
PUBLIC SCHOOL SYSTEM

POLICY 7070-PR

IMPLEMENTATION PROCEDURES

APPOINTMENTS TO ADMINISTRATIVE AND SUPERVISORY CERTIFICATED POSITIONS

Effective: July1, 2008

I. Qualifications

A. Prior to advertising a vacancy for a certificated administrative or supervisory position, the Director of Human Resources/designee will review the current job description in consultation with personnel who oversee the position to ensure that the job description reflects high standards and current needs of the school system.

B. Applicants for the position of assistant principal must:

1. Have teaching experience or approved school-based experience and have met, as a minimum, MSDE requirements for certification as Administrator I.

2. Be able to document performance at an exemplary level in their current and/or prior positions as applicable

3. Present documentation which verifies training and background experiences and which indicates potential for outstanding contributions to the Howard County Public School System.

C. Applicants for the position of principal must:

1. Meet current Maryland State Department of Education (MSDE) certification requirements for a principalship

2. Be able to document performance at an exemplary level in (a) previous administrative position(s)

3. Present documentation which verifies training and background experiences and which indicates potential for outstanding contributions to the Howard County Public School System.

D. Applicants for other certificated administrative or supervisory positions must verify that they have met, as a minimum, MSDE requirements for certification as Administrator I.

II. General Procedures for Vacancies

A. Announcements of vacancies addressed by Policy 7070 must comply with current negotiated master agreements when applicable. Such vacancies will be announced to current employees and to the public through, at a minimum, circulars, postings in the Office of Human Resources, postings on the system website, and notice to the exclusive bargaining unit's office.

B. Candidates must submit a letter of application and appropriate application forms, resume, transcripts, references, and other specified information to the Office of Human Resources by the end of the day on the closing date, which is designated in the advertisement. Failure to submit all documentation by the closing date may result in ineligibility for consideration.

C. Credentials will be reviewed by staff in the Office of Human Resources to determine eligibility within the specifications of the job description.

D. A screening committee will be designated by the Superintendent/designee. The screening committee will consist of at least four persons. At least one member of the screening committee should be presently assigned to a position, which is comparable in level of responsibility and/or specialized skills required to the position for which the candidates are applying. The appropriate Administrative Director/designee must be a member of the screening committee for school-based administrative positions.

E. The screening committee will:

1. Review the applications and supporting documents of all applicants who have been determined to meet the minimum requirements for the position,

2. Interview those applicants who the committee determines are the best qualified for the position, and

3. Select and recommend to the Superintendent/designee those candidates who committee members determine are best suited for the position.

F. The Superintendent/designee may conduct additional interviews or screening activities for recommended candidates. Any finalist must be chosen from the committee's list of recommendations. The Superintendent/designee may reject all recommendations and have the vacancy re-advertised.

G. Appointments require Board approval.

H. The Director of Human Resources/designee will be available to discuss aspects of the screening procedures with applicants.

III. Additional Procedures for Assistant Principal Positions

Candidates who are recommended by the screening committee to the Superintendent will remain in an eligibility pool for three years.

IV. Additional Procedures for Principal Positions

Candidates for the position of principal who are assessed by the screening committee as having excellent potential administrative talent and who are not selected for an announced vacancy may be considered viable candidates for future comparable positions without having to repeat the committee screening procedures.

V. Exceptions

The Superintendent may make exceptions to these procedures in the event that a specific vacancy presents unique needs.

ADOPTED: November 21, 1989
AMENDED: January 1, 1991
October 28,1993
April 10, 2008
EFFECTIVE: July 1, 2008

EXHIBIT E

HOWARD COUNTY
PUBLIC SCHOOL SYSTEM

Director of Diversity, Equity and Inclusion

A completed application includes all application materials and three supervisory references.
This position is posted until filled, with an initial screening date of ***May 22, 2017****.*
Applicants are encouraged to submit their materials in a timely fashion.

DESCRIPTION

Under the direction of the Superintendent, the Director of Diversity, Equity, and Inclusion coordinates the HCPSS's cultural proficiency, diversity, equity, and inclusion programs and initiatives for the school system in alignment with *Vision 2018*. They are responsible for coordinating efforts to foster and support diversity, equity, and inclusion as a core value throughout all aspects of the school system and to serve as an ambassador for the work of the Office of Diversity, Equity and Inclusion to the community and county.

ESSENTIAL JOB FUNCTIONS

- Foster and support the HCPSS *Vision 2018* and ensure that the commitment to Excellence with Equity is understood across the school system and county as it relates to:
    - Promoting academic excellence for all students
    - Supporting student access and educational success
    - Affirming a school system climate of inclusion, respect, and equity
- Provide leadership in the planning and implementation of Culturally Proficient, Diversity, Equity, and Inclusion experiences for all employees of the HCPSS
- Provide vision, leadership, and coordination for strategic planning for institutional platform to ensure diversity, equity, and inclusion for all students, staff, and community members throughout the school system
- Advise system and county leaders on issues relating to HCPSS diversity, equity, and inclusion
- Establish and maintain strong collaborative working relationships with school based administrators, central office leaders, teachers, students, and community stakeholders
- Collaborate with school-based administrators and teacher leaders to design processes and structures within the school building for embedding Cultural Proficient, Equitable, Inclusive, and Student Voice practices in the school
- Advocate and assist with the infusion of diversity, equity, and inclusion concepts in the curriculum including multiple perspectives and engage teaching strategies that prepare students for success in a diverse and global workplace
- Collaborate and act as a liaison with Human Resources on strategic recruiting and hiring
- Articulate the goals of the Board of Education and demonstrate an understanding of the Howard County Public School System's Vision 2018.

- Develop and conduct ongoing programs and activities of information, communication, and public relations, which focus on diversity, equity and inclusion.
- Create and implement communication strategies and content management for training, electronic resources, and print materials to support diversity, equity, and inclusion in the HCPSS
- Develop strategies to monitor and evaluate institutional-wide progress for creating a diverse, equitable, and inclusive work and learning environment
- Intentionally seek authentic feedback from various segments of the school system and community regarding the operation, performance, and image of the Office of Diversity, Equity, and Inclusion
- Collaborate with the Office of Program, Assessment, and Evaluation to develop a plan for evaluating the impact of the work of the Office of Diversity, Equity, and Inclusion.
- Serve as co-chair of the Cultural Proficiency and Equity Advisory Committee (CPEAC)
- Represent the school system on additional countywide committees formed to address issues of diversity, equity, and inclusion.
- Serve as the Superintendent's liaison to HCPSS offices and schools as it relates to affirming, fostering, and supporting the Superintendents commitment to diversity, equity, and inclusion to support *Vision 2018*
- Attend HCPSS Board of Education meetings and other school system and community meetings as appropriate
- Provide effective leadership for the Office of Diversity, Equity, and Inclusion.
- Supervise, evaluate, develop, and support facilitators responsible for Cultural Proficiency, Diversity, Equity, and Inclusion professional development initiatives
- Assess and maintain the budget allocated to the Office of Diversity, Equity, and Inclusion and create yearly budgets aligned with systemic initiatives
- Seek new knowledge to remain current on principles of Cultural Proficiency, Diversity, Equity, and Inclusion

The above list represents a summary of the essential job functions, not an exhaustive or comprehensive list of all possible job responsibilities, tasks, and duties.

QUALIFICATIONS

- Hold, or be eligible for, a valid Maryland Advanced Professional Certificate (APC) with the Administrator I endorsement at the time of application
- Have a Master's degree from an accredited college or university with an emphasis in supervision, educational administration, professional development, or a closely related field
- Three years of successful teaching experience in accelerating the academic achievement of diverse student groups
- Two years as a successful school-based administrator; experiences may also include two years as a central office administrator
- Outstanding performance evaluations.
- Demonstrated outstanding interpersonal communication skills with the ability to work with persons with diverse backgrounds
- Experience working with communities and organizations on issues of Diversity, Equity, and Inclusion

- Thorough knowledge of Howard County Public School System (HCPSS) Vision 2018
- Experience in designing and implementing multiple trainings for leaders in Cultural Proficiency, Diversity, Equity, and Inclusion
- Experience in designing materials and providing training to adult learners in Cultural Proficiency, Diversity, Equity, and Inclusion
- Ability to work collaboratively with colleagues, central office and school-based staff, students, parents, and community members
- Excellent oral and written communication skills.
- Excellent interpersonal skills

Other combinations of applicable education, training, and experience which provide the knowledge, abilities, and skills necessary to perform effectively in the position may be considered.

SALARY

This is a 12-month position on the Administrative Management and Technical Salary Scale, Grade 30. The current salary range is $110,292-$199,133.Salary will be determined by actual relevant experience and in conjunction with salary procedures of the Howard County Public School System. Under the Fair Labor Standards Act, this position is exempt from overtime.

APPLICATION

Please be sure to include the following in your application materials:

- A complete listing of employment locations
- Dates of employment
- Names of direct supervisors
- Current Salary

ADDITIONAL INFORMATION

There will be a pre-screening of applicant credentials. Interviews will be limited to those applicants who, in addition to meeting the basic qualifications, have experiences and education, which most closely match the position qualifications and the needs of the school system.

Only applicants who submit all of the application materials by the closing date of the vacancy will be considered for this position.

Equal Opportunity Employer

The Howard County Public School System (HCPSS) is and Equal Opportunity Employer. HCPSS ensures equal employment opportunity for all persons without regard to race, color, religion, national origin, sex, marital status, disability, sexual orientation, or political affiliation.

Howard County Library System

Legislative Mandate

CB 180-2016 enacted on December 5, 2016 calls on the Human Rights Commission to study recruitment, hiring, retention, and promotion practices the Howard County government agencies, the Howard County Sheriff, Howard County Public School System, Howard Community College, and Howard County Library System. The intent of this study is to submit a report and make recommendations relating to potential discriminatory practices in Howard County.

Howard County Library System

The Howard County Library System (HCLS) is the nation's Library of the Year by Gale/Library Journal. HCLS is a vital component of Howard County's renowned education system, delivering high-quality public education for all county residents from racially, religiously, and socioeconomically diverse backgrounds

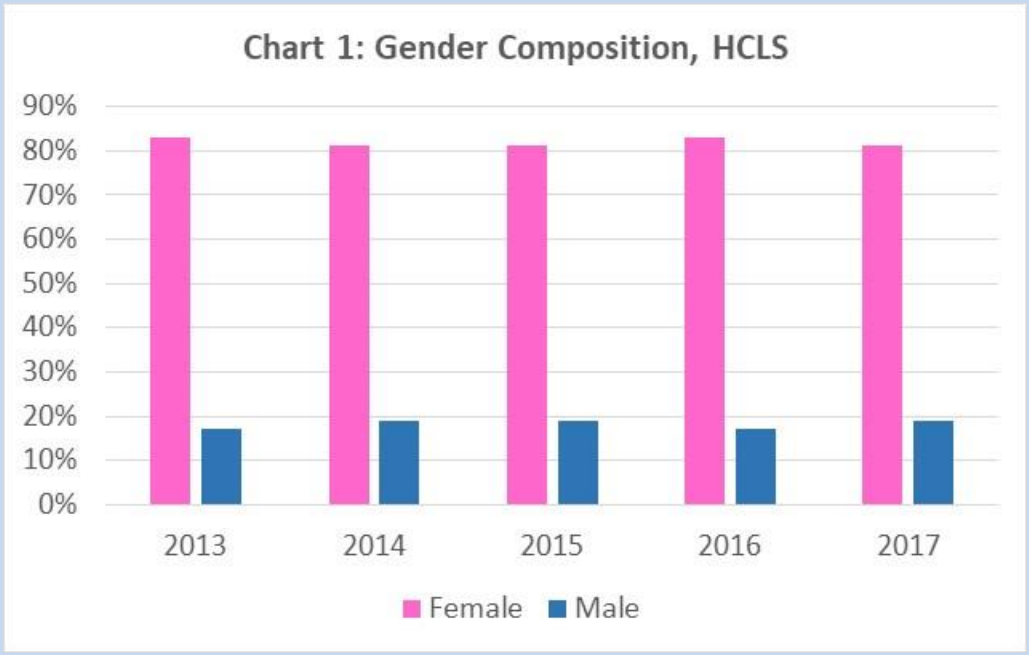
Current Number of Employees

The Howard County Library System (HCLS) currently has 229.5 employees in the fiscal year 2018, including the full time and part time. These employees are salaried with benefits, working throughout the system's seven branch libraries and administration.

Employees by Gender

HCLS strives to recruit diverse candidates for open positions, even its current statistics (Chart 1) do not reflect population by gender countywide (51% female vs. 49% male). However, HCLS' gender composition is slightly more representative than the overall library statistics according to the American Library Association (ALA). It has consistently shown 83% female and 17% male in libraries nationwide.

The report author suggests that the significantly high proportion of female employees in HCLS may reflect the library profession's characteristics in general. According to a 2011 study by the Allied Professional Association (a companion organization to the American Library Association), library workers have been, and will continue to be, female dominated. In 2010, women accounted for 82.8 percent of all staff. Most college students of library science are women. (Source: http://ala-apa.org/files/2012/03/Library-Workers-2011.pdf)



Employees by Race or Ethnicity

According to ALA, the library profession is predominantly white and female. Among 118,866 librarians who hold the Master of Library Science degree (MLS), 6,160 are black or African American and 3,661 are people from the Hispanic or Latino origin. The numbers for those two minority groups seem high and yet, the percent share to 118,866 are minimal (3.26% and 3.08% respectively). ALA supposes that the MLS is widely seen as a barrier to distinguished groups entering the profession.

The best library system nationwide, HCLS celebrates diversity and strives for inclusiveness by recruiting staff from different demographic groups (Chart 2) who reside inside or outside Howard County. In Howard County, the most recent data by the U.S. Census Bureau show that the racial or ethnic composition is 62.2% white, 17.5% black or African American, 14.4% Asian, and people from other racial groups. The people of the Hispanic or Latino origin account for 5.8%. Employees from minority racial or ethnical groups amount to a smaller percent share of the total employee body than the percentage of each of minority groups countywide.

Chart 2: Race or Ethnicity, HCLS

Race/Ethnicity	2013	2014	2015	2016	2017
Black or African American	11%	12%	11%	11%	12%
Asian	10%	10%	10%	10%	10%
Hispanic*	2%	1%	2%	2%	1%
Other	0%	0%	0%	0%	1%
Two or More**	0%	0%	0%	0%	1%
White	78%	77%	77%	76%	76%

*: Ethnicity.

**: Two or more is often double entered at the national and state levels but singular point for HCLS.

It is worthwhile comparing the HCLS demographic data with figures at the county level. However, it ought to be prudent while making comparison to avoid misleading a conclusion. In addition, the racial composition within HCLS cannot be compared directly, because there are staff persons from other Maryland jurisdictions.

Diversity Training and Performance Goals

Professional Development guidelines reinforce HCLS' commitment to diversity. All new hires are required to complete the following on-line classes on diversity and inclusion in orientations:

- As simple as respect – diversity, respect, and preventing discrimination
- Please respect my generation! – five generations at work
- Real world guide to diversity in the workplace

All staff is required to complete 90 credits of continuing education every five years. HCLS manages the professional development curriculum that highlights on-line classes as shown below:

- Making diversity work
- Overcoming personal barriers to diversity
- Diversity challenges: what would you do?
- Working well with others: diversity equals greatness and the diversity continuum

The objective of all above training classes is to enable HCLS staff to:

- Define diversity and inclusion
- Explain differences between assimilation, acculturation, and multiculturalism
- Identify benefits of a diverse and inclusive workplace
- Identify and explain the laws prohibiting discrimination

- Demonstrate respect through verbal or nonverbal behaviors
- Recognize, understand, and overcome personal barriers to diversity
- Explain the negative impact of stereotypes
- Explore differences to promote inclusion
- Encourage respect by modeling inclusive behaviors

Performance Goals & Requirements on Diversity

All HCLS staff is expected to live the library's seven authentic values: respect, inclusiveness, unity, assertive communication, progress, continuing education, and supportive customer services. Among all of the values, respect and inclusiveness are fundamental. HCLS' current strategic plan, *Vision 2020: Education for All*, defines respect and inclusiveness as shown in the following paragraphs:

Respect

HCLS demonstrates respect that is to value and appreciate each other, communicate honestly and directly, facilitate mutual learning, and coordinate knowledge and skills to achieve curricular. Respect enables staff to make effective decisions, take decisive actions, and image new possibilities to achieve the goals.

Inclusiveness

HCLS builds constructive working relationships characterized by a high level of acceptance, collaboration, trust, and mutual respect. HCLS creates a work environment that welcomes, appreciates, and supports diversity by actively soliciting input and feedback for decisions.

Achieving Excellence, HCLS' performance management system, translates these values into outcomes for each employee to improve and achieve. It sets the moral model for every employee to emulate. Achieving Excellence establishes the standards that are applied to evaluate job performances and shape the behavior of staff.

Exhibits of Recruitment for Hiring

HCLS position descriptions serve as a major instrument in recruiting. The description identifies outcomes that candidates are expected to achieve, essential responsibilities, educational attainment, and expertise for performing the job. Each position description also includes a statement on the equal employment opportunity policy: "Howard County Library System takes pride in providing equal employment opportunities".

Promotion by Job Category

Merit is the basis for promotion in all job categories. HCLS employs objective criteria to ensure fairness for all candidates. The hiring criteria include but are not limited to the following elements:

- Documentation of superior performance of current job includes exceeding standards in all major responsibilities or significant achievements, such as:
  - Instruction and research
  - Community partnerships
  - Teamwork and communications
  - Leadership, supervision, and management
- Demonstration of potential for advancement as reflected by previous achievements and recommendations
- Suitability for a new role and job responsibilities as determined by a structured panel review.

Salary, Job Level, and Ethnicity Report

The salary scales by job category are displayed in Chart 3. As for all other jobs universally, the pay rate increases along with the level of difficulty for performing tasks and/or that of management.

Chart 3. Race or Ethnicity, HCLS

Job Level	Salary Range ($)
Customer service and support staff	27,042-56,236
Customer service supervisor	34,025-66,038
Children's instructions & research	39,295-68,904
Technical specialist	40,356-70,764
Management	48,979-135,557
Executive	84,636-148,410

Statistics[5] on the job category by job level by race or ethnicity in Chart 4 (on page 7) indicate that the majority of HCLS staff are in the customer service & support as well as instructions and research. The data for other races and two or more races are not available for some years within the reporting period.

Among staff from Asian or black or African American, a significant proportion is in the management. This percentage – the number of staff in management to total staff persons within a particular racial or ethnic group -- is higher than any other racial or ethnic groups of HCLS.

The percent share of Asians in management positions is the highest as compared to other racial or ethnic groups. The black or African American ranks second in terms of percent share of them in

[5] *Data are not available for other races or two or more races in some reporting years provided by HCLS.*

management. In 2017, the percent share of people from the Hispanic or Latino origin increased notably from previous years for the reporting period. At the executive level, the highest percent share in terms of race is registered in the black or African American group. As a matter of fact, two of three senior staff members who were in my interview for this report are black or African American.

Chart 4: The Level of Jobs by

Programs for Improving Staff Demographics

HCLS is committed to attending recruitment fairs and performing targeted recruitment for the underrepresented population. The system is devoted to collaborating with diverse organizations in the community to develop programs in order to make HCLS a more diverse workforce. The author has observed that HCLS often makes its best attempt to make it available for events, conferences, or classes for the County residents or non-library science professional organizations from the metropolitan region.

Recruitment Policies & Procedures

HCLS supports and is committed to the principle of the equal employment opportunity. It is the HCLS policy to recruit, hire, train, and promote staff or administrators regardless of race, color, religion, creed, age, sex, national origin, marital status, political opinion, occupation, sexual orientation, disability in accordance with applicable laws.

Summary of Staff Retention

As the nationally renowned and acclaimed library system, HCLS has been able to retain highly qualified staff (staff and administrative personnel) for the past five years. The remarkably high retention rate indicates that HCLS provides excellent work environment physically and professionally that makes staff feel enjoyable to work.

Chart 5: Staff Retention, 2012 to 2016

Calendar Year	Staff Retention Rate
2012	98.90%
2013	99.10%
2014	99.25%
2015	99.25%
2016	99.06%

The author notes that in recent years, HCLS, with the support of the County Government, built the state of art Miller Branch, renovated the former Miller Branch as the new Administrative Headquarters, and refurbished six other branch libraries. All of my interviews for this report occurred in the charming Administrative Branch.

Geographic Areas of Employees Residences

Among all HCLS employees, the majority reside in Howard County. The rest are from neighboring jurisdictions in Maryland, particularly from Baltimore County.

Chart 6: Geographic Areas of Employees Residences

County/State	% Total Employees
Anne Arundel County	3.00%
Baltimore City	2.00%
Baltimore County	13.00%
Carroll County	4.00%
Frederick County	0.40%
Howard County	73.00%
Montgomery County	4.00%
Prince George's County	0.40%

Position Descriptions for Major Job Categories

HCLS provides detailed job descriptions by category. This report summarizes them to highlight what is pertinent to the purpose of this study for CR-180. The responsibility – based on HCLS authentic values and equal employment opportunity doctrine -- applies to all job categories. It serves the principles of HCLS in pursuit of public education, values of teamwork and leadership, and research and instruction.

The common qualifications and functions are consistent with diversity & inclusive training purposes and expectations for all employees, regardless of their years of service and ranking at HCLS. Customer service, problem solving, and interpersonal skills are basic in all jobs, which reflects respect and inclusiveness that HCLS seriously strives.

Customer Service Specialist

This job requires the high school diploma or equivalency. It emphasizes customer services skills, being technologically savvy, and ability to retain detailed instructions. This job description indicates that candidates ought to demonstrate passion for working with a diverse public, which is one of objectives of HCLS. Resolving customer issues and reconciling records are among main functions of this job.

Customer Service Supervisor

Excellent public service, management, problem solving, diplomacy, and knowledge of community are among required skills or functions of this position. The qualification stresses that the candidates be able to develop and maintain effective, collaborative working relationships with diverse groups including staff, partners, libraries, communities, and the public.

Children's Instructor & Research Specialist

In addition to basic qualifications or functions that are akin to two types customer services jobs aforementioned, candidates or staff for this job ought to demonstrate ability to engage children with an enthusiastic, friendly, and approachable demeanor. Children and their parents are representative

of a rapidly emerging diversity of population. Therefore, it is indispensable of staff on this position to be aware of and trained with regard to respect, diversity, and inclusiveness.

Professional Development Instructor

The position description for staff on this job accentuates people skills as well as ability on team building, writing, teaching, problem solving, program planning, and multi-tasking. Qualifications also include ability to motivate people, lead large groups, and develop and maintain effective working relationships. Interpersonal skills are principal to motivating people, lead large groups, and develop or maintain effective working relationships. The author believes that one of crucial traits for interpersonal skills is to respect and civil, regardless who colleagues or patrons are.

Branch Manager

Qualifications for the branch manager position are similar to aforementioned supervisory jobs. The additional traits include a more advanced education, outstanding management skills and experience, and capability to demonstrate positive and forward thinking to move the branch forward.

Two most essential functions of staff on this job are (1) to establish the branch culture by fostering positive working relationships, modeling the HCLS mission, and encouraging creativity and camaraderie on a daily basis and (2) to collaborate with branch leadership team and staff to ensure daily operations exceeding customer service expectations. The author considers that as a branch manager, she or he ought to have a strong sense of treating staff, communities, and patrons with respect and being inclusive to execute functions for advancement of public education for everyone.

Chief Operating Officer

In addition to qualifications for a branch manager, candidates or staff on the chief officer job are required to possess strengths and experience in collaborating with a variety of institutions or organizations on mutually beneficial programs. Functions for a chief operating officer are similar to those for a branch manager but require the officer playing additional supervisory roles on a superior level to make HCLS excel in public education and effective participation in the community.

The author deems that on top of distinguished leadership and communication skills, requirements are based on stringent criteria and moral standards including respect, inclusiveness, and willing sense of diversity.

Conclusion and Recommendations

Conclusion

During the course of this study and eight interviews with Stacey Fields, human resource director of the Howard County Library System (HCLS) between April and September 2017, including one

meeting with two interim CEOs[6] (Angela Brade and Lewis Belfont), I have been strongly impressed that HCLS seriously and genuinely strives to recruit diverse candidates for open positions, even its current staff statistics do not reflect population by gender or race/ethnicity countywide.

The significantly high proportion of female employees in HCLS, closely similar to the national trend and composition, represents characteristics or cultural preferences of the library profession. According to a professional study conducted by an ALA partner, library employees have been, and will continue to be, female dominated. This demographic phenomenon is reflected in college applications and admissions as well, where most library science students are female.

HCLS is the best library system nationwide. As the role model of all libraries, HCLS diligently strives for inclusiveness by recruiting staff from different demographic groups. HCLS' workforce has been notably more diverse than the national library standard from time to time. HCLS is committed to implementing a recruitment plan to eliminate its current diversity gap. One of its strategies has been removal of the Master of Library Science degree from basic qualifications when hiring staff. HCLS also makes efforts to utilize networks throughout the community to search for prospective candidates from the underrepresented population.

Staff form Asian and black or African American show a significant proportion in the management than any other racial or ethnic groups. The percent share of Asians in management positions is the highest. At the executive level, the highest percent share falls in the black or African American group.

At HCLS, the Professional Development guidelines reinforce HCLS' commitment to diversity, respect, and inclusiveness. All new hires are required to complete classes on diversity and inclusiveness in orientations. During employment with the library system all staff is required being enrolled in continuing education every five years.

All HCLS staff is expected to live the library's seven authentic values with the most important ones being respect and inclusiveness. In relevancy to its values, each position description also includes a statement on the equal employment opportunity policy to ensure fairness for all candidates.

Recommendations

The author is confident that extraordinarily exceptional HCLS will continue to undertake for excellence in not only public education and customer services, but also staff recruitment and career advancement for all staff, by choosing civility, celebrating diversity, and embracing for inclusiveness. As Ms. Fields indicated several times during interviews, this CR-180 study will be certain to make HCLS aware of demographic characteristics of staff. This study in partnership with the Human Rights Commission will help HCLS continue to improve recruitment, hiring, and promotion to include more minorities who may demonstrate interest in working in the library.

[6] Ms. Brade currently is chief operating officer (COO); Mr. Belfont is acting COO.

The author suggests that advanced education in library science remain an important requirement for candidates who seek employment in certain job categories. Moreover, caution must be exercised when making analysis or comments about gender imbalance, as the library industry may continue to be female dominated due to understandable reasons. Furthermore, there might be preferences among different population groups. As the author shared with Ms. Fields, Asians, for instance, have a tendency to pursue education or career in medicine, information technology, or engineering. The library science may not be their academic interest, culturally. It is worthwhile mentioning that one of branch managers (Savage) is Asian, who emigrated from China.

(Lead Reviewer: Zhao)

Howard County Sheriff's Office

1. Overview, Strategic Plan, Mission and Goals

The Howard County Sheriff's Office ("HCSO" or the "Agency") has served the citizens of Howard County since 1851. The Agency is independent of Howard County government and provides support to the Howard County Department of Police and other public safety organizations. The HCSO focuses on a narrower range of law enforcement tasks than does the Howard County Police Department. HCSO enforcement tasks include: (a) the safety and security of the Circuit Courthouse; (b) the service of all summonses and criminal warrants issued by the Circuit Court; (c) the extradition of all out-of-state fugitives wanted by the Circuit Court; (d) the service of domestic violence protective orders and other peace orders; (e) the service of evictions and other landlord-tenant related issues and (f) the transportation of prisoners from the Howard County Detention Center to court proceedings throughout the state of Maryland.

Agency deputies are certified as police officers through the Maryland Police Training and Standards Commission (PTSC), have the same authority as all Maryland officers and have met all minimum initial and in-service training requirements.

The Agency's stated mission is (a) to provide judicial enforcement and physical security for the Circuit Court, (b) to provide a variety of quality services for citizens, and (c) to assist federal, state and local law enforcement agencies in maintaining law and order in Howard County. The Agency values professionalism, integrity (both personal and professional) and service. One of its goals is to ensure that a positive relationship between law enforcement and the community which it is called to serve is preserved within Howard County. The agency seeks to enhance this relationship by (a) ensuring that each deputy contact is carried out fairly and respectfully, (b) seeking public input on agency program, procedures and priorities and (c) actively engaging in community programs and charities.

A strategic plan is currently being formulated and will include goals for increased diversity training as well as improved staff recruitment and retention. The HCSO expects the strategic plan to be finalized in October 2017.

The Sheriff serves as the chief executive of the Agency and is elected every four (4) years by the citizens of Howard County. In the Fall of 2016, Governor Larry Hogan appointed William J. McMahon, former Chief of the Howard County Department of Police, to complete the former Sheriff's term. Major Donald Knott currently serves as the Chief Deputy.

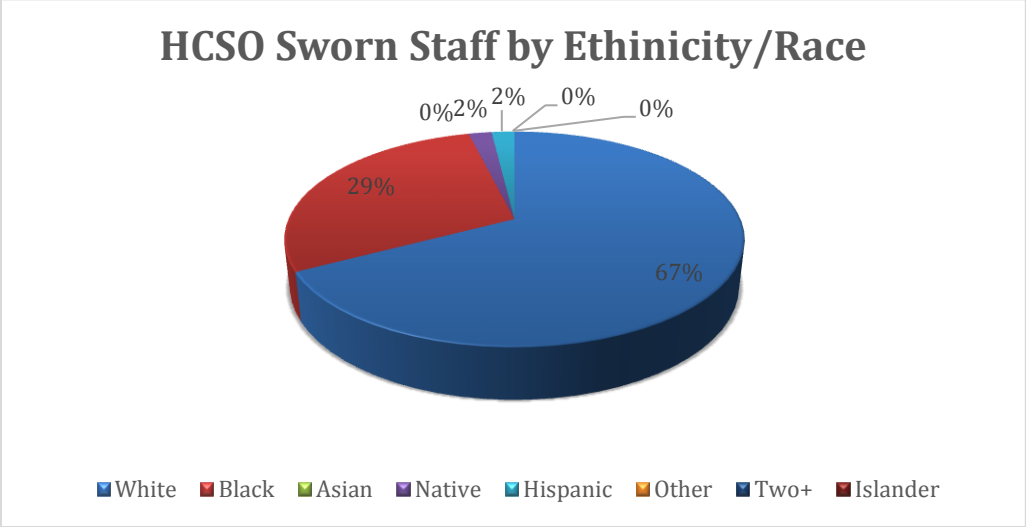
HCSO is authorized to employ 56 sworn deputies and 18 non-sworn professional civilian employees. Sworn staff includes the Sheriff (1), Chief Deputy/Major (1), Lieutenants (3), Sergeants (3), Corporals (5) and Deputies (43). All authorized/budgeted sworn positions are filled with the exception of four (4) deputy positions. See Attachment #1.

Civilian/non-sworn positions include Security Officers (5), Administrative Analysts (2), Administrative Support Technicians III (6), Administrative Support Technicians II (2), a Human Services Worker II (1), an Administrative Assistant (1) and a contingent (part time) worker (1). All authorized civilian positions are currently filled. See Attachment #1.

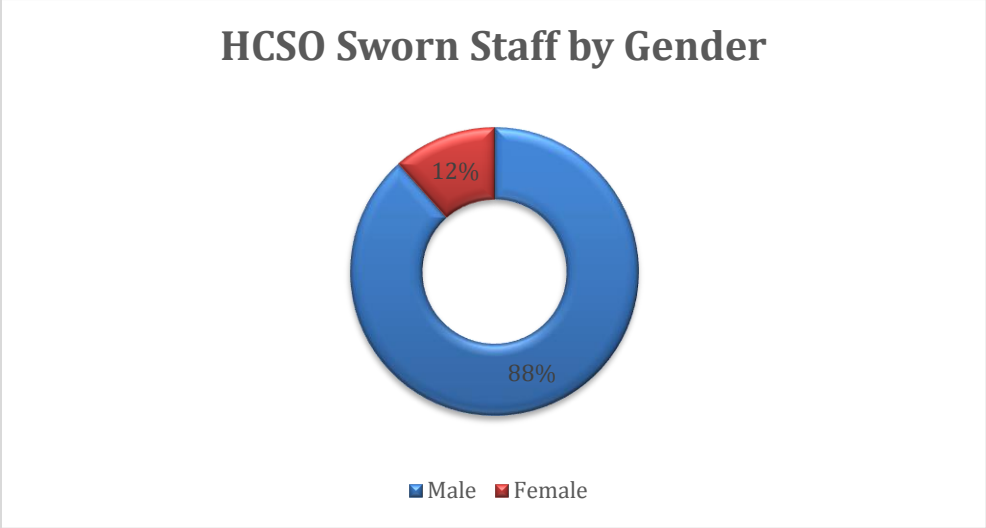
2. Demographic and Diversity Data

Sworn Staffing

Currently, 67% of sworn positions are held by white individuals (35/52). African-Americans hold 29% (15/52) of the sworn positions (i.e., 1 male lieutenant, 1 female corporal, 10 male deputies, 3 female deputies). Native and Latino Americans each represent 2% of sworn positions (i.e., 1 Native-American male deputy, 1 Latino-American male deputy). The highest ranking position held by a non-white individual is a male lieutenant. The highest ranking position held by a non-white female is a corporal. Eighty-eight percent (88%) of non-white sworn staff positions are deputies. There are no Asian or Island sworn workers employed by the HCSO at this time.

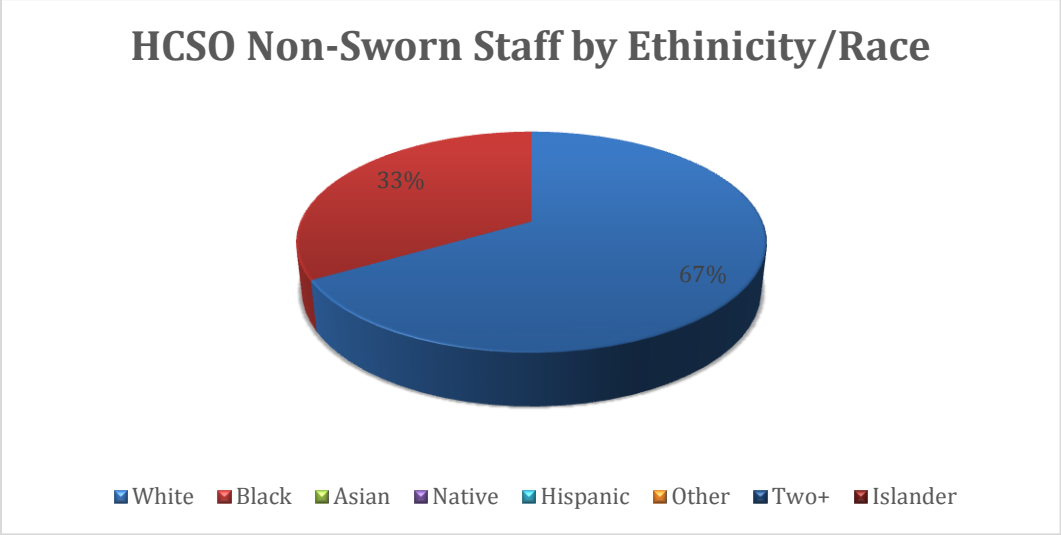


Currently, 88% of sworn positions are held by males (46/52). The highest ranking female is an African-American Corporal. The remaining 5 females are deputies – 2 white and 3 black.

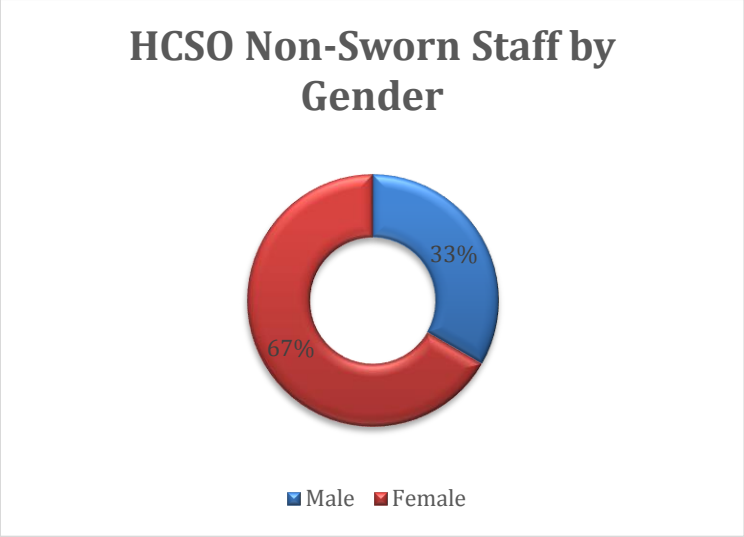


NON-SWORN STAFFING

Currently, 67% of non-sworn positions are held by white individuals (12/18). African-Americans hold 33% (6/18) of the non-sworn positions (i.e., 1 male security guard, 1 female security guard, 3 female Administrative Support Technicians III, 1 male contingent/part-time worker). There are no Asian, Native-American, Hispanic or Island non-sworn workers employed by the HCSO at this time.

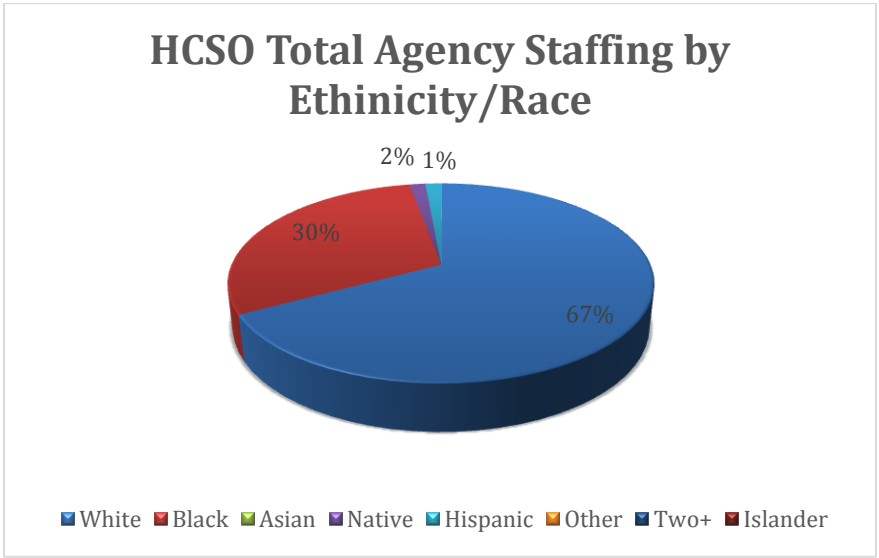


Currently, 67% of non-sworn positions are held by females (12/18). Males represent 33% of non-sworn workers (i.e., 3 white male security officers, 1 black male security officer, 1 white male Administrative Support Technician III, 1 black male contigent/part-time worker).

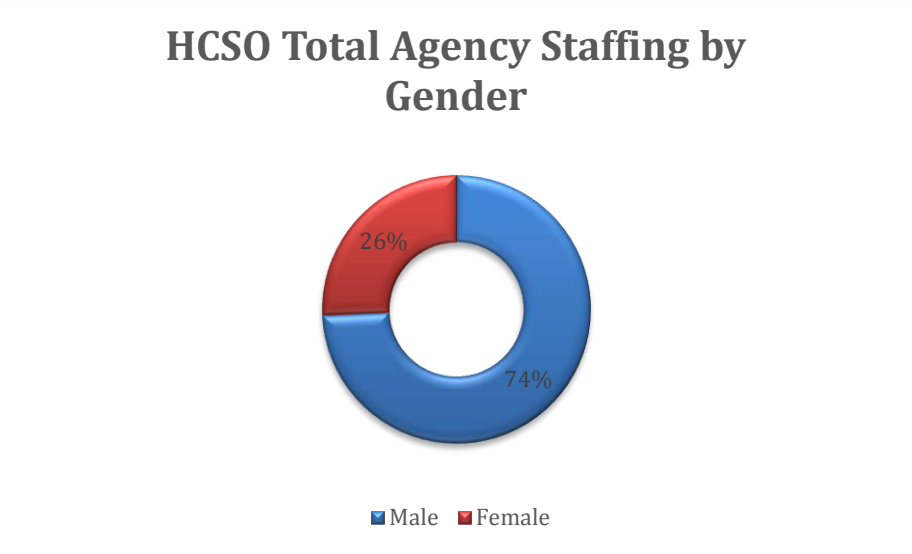


Total Office Staffing

Currently, HCSO's total agency staffing (sworn/non-sworn) is comprised of 67% whites and 33% non-whites (i.e., 30% black, 2% Native American, 1% Hispanic). Howard County is 58.1 % white and 41.9% non-white. https://statisticalatlas.com/county/Maryland/Howard-County/Race-and-Ethnicity. Thus, whites are over-represented by 17.1 percent. Non-Whites are underrepresented by 11% percent.



Currently, HCSO's total agency staffing (sworn/non-sworn) is comprised of 74% males and 26% females. Howard County is 51.1 % female and 49.0% male. https://www.census.gov/quickfacts/fact/table/howardcountymaryland#viewtop. Thus, males are over-represented by 25 percent. Females are underrepresented by 25.1% percent.



3. Recruitment/Hiring/Promotion and Retention of Staff

3.1 Recruitment and Selection Policy/Procedures:

The Howard County Sheriff's Office recruits and hires as positions become available. All deputy and non-deputy positions are advertised on the Howard County Government's Office of Human Resources job site. Advisories are also placed on the agency's website and Facebook page. According to the Agency, its own employees are often the best recruiters and many of the new deputies have been referred by current employees.

3.2 Selection/Hiring Process:

New Deputies

The hiring of new deputies follows the following process as stated in General Order ADM-22 (*Appendix A*):

- *Written examination (not required for "laterals");*
- *Completion of an online application via NEO GOV;*
- *Review and selection of applicant by the Administrative Lieutenant;*
- *Oral interview by supervisory/command level HCSO personnel;*
- *Background investigation (range qualification and fingerprint process);*
- *Initial interview with Sheriff and Major;*
- *Polygraph examination;*
- *Physical examination (including drug testing);*
- *Psychological examination;*
- *Final interview with Sheriff and Chief Deputy; and*
- *Final offer of employment.*

All newly hired deputies serve a probationary period.

Non-Deputies

Non-Deputy hiring typically includes the following process:

- Advertising by Howard County's Office of Human Resources;

- Initial screening by Howard County's Office of Human Resources;
- Initial interview by HCSO panel (including supervisors);
- Final interview by Sheriff and Chief Deputy;
- Background investigation;
- Medical examination; and
- Final offer of employment.

3.3 Promotion Policy and Procedures:

The HCSO is authorized for the following 13 supervisory/command-level positions:

- Sheriff (1),
- Chief Deputy (1),
- Lieutenants (Executive Level)(3),
- Sergeants (First Line Administrators) (3), and
- Corporals (First Line Supervisors) (5).

According to the Agency, there are relatively few promotional opportunities at HCSO due to the size of the office. Recent changes to the collective bargaining agreement will impact the promotional processes in the future.

HCSO General Order ADM-24 governs the current promotional process policy for the agency. (Attached as Exhibit ----). This Order became effective on June 8, 2011. According to the Agency, the "policy is being reviewed and may change." (p. 16).

Under the current policy, the HCSO should provide promotional testing for the ranks of Corporal, Sergeant and Lieutenant. The Sheriff initiates the promotional process. The Chief Deputy then notifies the Howard County Office of Human Resources to initiate the process. The Sheriff contacts "experienced local law enforcement agency personnel" to serve as Review Board members during the promotion process.

The Sheriff may bypass these requirements and appoint/promote an eligible officer to the rank of Corporal, Sergeant or Lieutenant "when such action serves the good order and efficiency of the agency." The Sheriff is the final approving authority for all promotions.

The HCSO promotion process is as follows:

- HCSO provides a written announcement of the promotional opportunities within the ranks of Corporal, Sergeant and Lieutenant;
- Interested eligible members submit a Form 16 Memorandum to the HCSO;
- If a written test is used, such test will be administered by the Chief Deputy after each candidate has been provided with an updated bibliography of reading materials used as sources for test questions;
- A standing promotional list will be generated for those candidates who have attained the minimum qualifying composite rating (standing list stays in effect for 1 year); and
- The Sheriff interviews each candidate on the eligibility list and is authorized to choose any Deputy for promotion from the list;

A Promotional Review Board - consisting of three (3) members selected from Sheriff's Offices around Maryland- will document its observations through each stage of the promotional process.

Promotional selections can be made with the consideration of:

- Examination results;
- Personal interviews;
- Recommendations from supervisors;
- Observations of the deputy's command presence;
- Oral communication skills;
- Interpersonal sensitivity;
- Organizational courage;
- Problem-solving abilities;
- Team leadership;
- Follow-through; and
- Work perspective.

Candidates who fail to meet the eligibility requirements or fail to be promoted may reapply or retest to be reevaluated during the next promotional process.

The Sheriff and Chief Deputy shall continuously evaluate the promotional process through review of laws, publications and current industry standards. "The HCSO shall work to develop and administer a job-related, fair, non-discriminatory and defensible promotional process for sworn ranks which meets professional standards."

3.4 Retention:
There have been a total of 90 active employees at the HCSO over the last 5 years. Seventy (70) of those employees remain giving the HCSO a 78% retention rate. Retirement is the most common reason for turnover at the Agency. The Agency acknowledges that promoting a positive work environment is essential and will help better retain staff.

4. Diversity in the HCSO Environment

HCSO staff attends Howard County-sponsored Diversity Training "when offered." The Agency assigns a "senior member" from the office to meet with all new employees to discuss "important" office policies including agency General Order ADM-04 "Discrimination and Harassment." (Attached as Appendix ---). Under that Order, the HCSO "will not tolerate discrimination or sexual harassment in any form." "Discrimination" is defined as "any practice, policy, or procedure that limits or adversely affects employment or other working conditions on the basis of" several enumerated factors including (but not limited to) sex, age, or race. Discrimination includes, *inter alia*, recruitment, referrals, testing, hiring, assignment, transfer, promotion, training, disciplinary action, termination, compensation and benefits. The Order also recognizes that discrimination and sexual harassment may occur between members of the Sheriff's Office and the citizens with whom they interact.

5. Observations/Recommendations

Under the new leadership, non-white staff has increased by 8% and female staff has increased by 3%. While these are steps in the right direction, there continues to be opportunity for improvement. Currently, HCSO's total agency staffing is comprised of 67% whites and 33% non-whites. Howard County is 58.1 % white and 41.9% non-white. Thus, whites are over-represented by 17.1 percent. Non-Whites are underrepresented by 11% percent.

The HCSO has acknowledged the need for updated and improved policies and practices. The office is still finalizing its Strategic Plan which is expected to be completed by the end of October 2017. It is recommended that the Strategic Plan be finalized and implemented with input from all stakeholders including sworn and non-sworn employees. More robust, intentional diversity training should also be implemented.

(Lead Reviewer: Turner)

APPENDIX I

The Howard County Human Rights Commission

REVEREND ROBERT TURNER, CHAIR
Term expires: 3/1/19

MOHAMMED SHIRAZ AHMED, VICE CHAIR
Term expires: 3/1/20

SHIVANIA K. AGHERA
Term expires: 3/1/22

CHUEN-CHIN BIANCA CHANG
Term expires: 3/1/20

BOB FORD
Term expires: 3/1/18

HECTOR GARCIA
Term expires: 3/1/22

JOAN HASH
Term expires: 6/1/21

PETER HWANG
Term expires 6/1/21

OPEL T. JONES
Term expires: 3/1/19

ILENE KESSLER
(Deceased but contributed to the study as a valuable Commission member)

KUI ZHAO
Term expires: 3/1/20

STUDENT COMMISSIONER

MISBAH FAROOQI
Term expired: 6/30/17

APPENDIX II

Title: A RESOLUTION calling on the Human Rights Commissi...
Short Title: Human Rights Commission - study - recruitment, hiring, retention, and promotion - Police,

Howard County Government

CR180-2016

Primary Information

Fire, Sheriff, and Schools. Category: General
Primary Sponsors: Calvin Ball Secondary Sponsors:

Status: Passed as Amended Date Signed: 12/5/2016 Date Vetoed:

Date Enacted: 12/5/2016 Date Veto Overridden:

Howard County Government

CR180-2016

Amendment Date: 12/05/2016 Legislative Day: 19 Comments: (This amendment clarifies that discriminatory practices are not presupposed.)

Amendment 1 to Council Resolution No. 180-2016
Legislative Day No. 19

Amendment No. 1
(This amendment clarifies that discriminatory practices are not presupposed.)

On the title page, in the purpose paragraph, delete “discriminatory” and substitute “recruitment, hiring, retention, and promotion”.

Amendments

BY: Calvin Ball
Date: December 5, 2016

On page 1, in line 2, strike “are” and substitute “would be”.

Motions on Amendment

Motion to Approve

Motion Date: 12/5/2016 Moved By : Calvin Ball

Final Action: Passed Seconded By : Jon Weinstein

Name	District	Vote
Calvin Ball	2	Yes
Jen Terrasa	3	Yes
Mary Kay Sigaty	4	Yes
Greg Fox	5	Yes
Jon Weinstein	1	Yes

Amendment 2

Amendment Date: 12/05/2016

Legislative Day: 19

Howard County Government

CR180-2016

Comments: (This amendment clarifies the purposes for the study, adds to the matters that should be studied, adds to the areas for which recommendations are sought, requires the Commission to meet with certain officers, and changes the dates for specified reports.)

BY: Greg Fox
Date: December 5, 2016

Amendment 2 to Council Resolution No. 180-2016
Legislative Day No. 19

Amendment No. 2

(This amendment clarifies the purposes for the study, adds to the matters that should be studied, adds to the areas for which recommendations are sought, requires the Commission to meet with certain officers, and changes the dates for specified reports.)

On the title page, delete the purpose paragraph, and substitute:

“A RESOLUTION calling on the Human Rights Commission with support of the associated Human Resources departments and input from the community to study the recruitment, hiring, retention, and promotion practices of the Howard County government, the Howard County Sheriff, and the Howard County Public School System; requesting that the Commission consider the impact of community perception on those considering entering those roles and the factors associated with the encouragement and recruitment into various fields, degrees and certifications; requesting that the Commission submit a report and make recommendations on the actions, that demonstrate an understanding of changing demographics, that should be taken by Howard County and the community so that it remains a model community; and generally relating to the continuous improvement of human rights in Howard County.”.

Strike beginning with line 1 on page 1 down through and including line 9 on page 2 and substitute:

“WHEREAS, Howard County continues to be rated as top community in America to live, work and raise a family; and

WHEREAS, Howard County’s valuing of diversity and having a top educational system are cited as key components when discussing the desirability of Howard County; and

WHEREAS, Howard County continues grow and change in its diversity as a community; and

WHEREAS, Section 12.200 of the Howard County Code specifies that it is Howard County’s policy to foster and encourage the growth and development of Howard County so that all persons shall have an equal opportunity to pursue their lives free of discrimination and Section 12.208 of the Howard County Code specifies that discriminatory practices in recruitment, hiring, retention, and promotion are unlawful; and

WHEREAS, Howard County is not satisfied with maintaining the status quo, but seeks continuous improvement through identifying areas where it can or should improve and emulate successful practices into other areas of the County, especially in a continually changing community; and”.

On page 2, strike lines 14 through 16 in their entirety.

Beginning on page 2, strike the colon at the end of line 23 down through the semicolon at the end of

line 1 on page 3 and substitute: “the Howard County Government;”. On page 3, after line 5, insert:

Howard County Government

CR180-2016

“(4) to evaluate local, regional, and national trends and factors in the community that impact recruiting whether positively or negatively of certain jobs or the desire for any particular demographic to enter certain fields based on factors, including, but not limited to, the impact of exposure to opportunities, recruitment and opportunity for specific degrees and certification and community attitudes towards various roles;”

Also on page 3, in line 6, strike “(4)” and substitute “(5)”. Also on page 3, strike lines 8 and 9 and substitute:

“(6) address shortfalls, identify opportunities for improvement, and highlight successes related to recruitment, hiring, retention and promotion in Howard County Government, the Sheriff’s Office, and the School System by recommending, if needed, changes to law and procedures, recommending best practices designed to improve recruitment, hiring, retention, or promotion practices, and providing guidance on activities in the community that can lead to an increased desire to enter fields of public service and public safety.”.

Also on page 3, after line 12, insert:

“(2) meet with the Human Resources officers of each unit of government covered in this Resolution;”.

Also on page 3, in line 13, strike “(2)” and substitute “(3)” and strike “March” and substitute “April”.

Also on page 3, in line 15, strike “(3)” and substitute “(4)” and strike “investigation” and substitute “study”.

Also on page 3, in line 16, strike “June 19” and substitute “June 30”.

Motions on Amendment

Motion to Approve

Motion Date: 12/5/2016 Final Action: Passed
Moved By : Greg Fox Seconded By : Jon Weinstein

Name	District	Vote
Calvin Ball	2	Yes
Jen Terrasa	3	Yes
Mary Kay Sigaty	4	Yes
Greg Fox	5	No
Jon Weinstein	1	Yes

Howard County Government

CR180-2016

Amendment 1 to Amendment 2

Amendment Date: 12/05/2016 Legislative Day: 19 Comments: This amendment retains most of the Whereas clauses in the Resolution as introduced and modifies several

phrases for clarity.

On page 1:

In line 4, strike “government” and substitute “Government”.

Strike line 13 and substitute:

“On page 1, before line 1 insert:”.

On page 2:

At the end of line 3, insert a quotation mark.

after line 3 insert:

“On page 1, strike lines 4 and 5 and substitute:”.

At the beginning and also at the end of line 4, insert a quotation mark.

After line 4 insert: “On page 2, after line 9 insert:”.

At the beginning of line 5, insert a quotation mark. Strike line 14 in its entirety.
In line 23, after “certification” insert a comma. In line 29, strike “and”.

In line 31, strike “by recommending” and substitute “, and recommend”.

Page 5 of 12

Howard County Government

CR180-2016

Motions on Amendment

Motion to Approve

Motion Date: 12/5/2016 Moved By : Calvin Ball

Final Action: Passed Seconded By : Jon Weinstein

Name	District	Vote
Calvin Ball	2	Yes
Jen Terrasa	3	Yes
Mary Kay Sigaty	4	Yes
Greg Fox	5	No
Jon Weinstein	1	Yes

Page 6 of 12

Amendment 2 to Amendment 2

Amendment Date: 12/05/2016 Comments:

On page 2, immediately following line 4, insert:

Howard County Government

CR180-2016

Legislative Day: 19

“Strike beginning with line 12 on page 1 down through and including line 4 on page 2 in their entirelty.”.

Motions on Amendment

Motion to Approve

Motion Date: 12/5/2016 Moved By : Greg Fox

Final Action: Failed Seconded By : Jon Weinstein

Name	District	Vote
Calvin Ball	2	No
Jen Terrasa	3	No
Mary Kay Sigaty	4	No
Greg Fox	5	Yes
Jon Weinstein	1	No

Amendment 3 to Amendment 2

Amendment Date: 12/05/2016 Comments:

Legislative Day: 19

Howard County Government

CR180-2016

On Page 1 in line 4, after “Sheriff,” insert “Howard County Library System, Howard Community College,”

On page 2, in line 20, after “(4)” insert

“to study the recruitment, hiring, retention, and promotion practices of the Howard County Library System;

(5) to study the recruitment, hiring, retention, and promotion practices of the Howard Community College;

(6)”

On page 2, in line 30, after “Office,” insert “Howard County Library System, Howard Community College,”

On page 3, in line 16, insert “On page 4, in line 10, after Sheriff,” insert “Howard County Library System, Howard Community College,”

Motions on Amendment

Motion to Approve

Motion Date: 12/5/2016 Moved By : Mary Kay Sigaty

Final Action: Passed Seconded By : Jon Weinstein

Name	District	Vote
Calvin Ball	2	Yes
Jen Terrasa	3	Yes

Mary Kay Sigaty	4	Yes
Greg Fox	5	Yes
Jon Weinstein	1	Yes

Motion to Substantive

Motion Date: 12/5/2016 Moved By : Greg Fox

Amendment 3

Amendment Date: 12/05/2016

Final Action:
Seconded By : No second to the motion

Legislative Day: 19 Page 8 of 12

Comments:

Howard County Government

CR180-2016

On Page 1 in line 4, after “Sheriff,” insert “Howard County Library System, Howard Community College,”

On page 2, in line 20, after “(4)” insert

“to study the recruitment, hiring, retention, and promotion practices of the Howard County Library System;

(5) to study the recruitment, hiring, retention, and promotion practices of the Howard Community College;

(6)”

On page 2, in line 30, after “Office,” insert “Howard County Library System, Howard Community College,”

On page 3, in line 16, insert “On page 4, in line 10, after Sheriff,” insert “Howard County Library System, Howard Community College,”

Motions on Amendment

Motion to Introduce

Motion Date: 12/5/2016 Moved By : Mary Kay Sigaty

Final Action: Introduced Seconded By : Jon Weinstein

Name	District	Vote
Calvin Ball	2	Yes
Jen Terrasa	3	Yes

Mary Kay Sigaty	4	Yes
Greg Fox	5	Yes
Jon Weinstein	1	Yes

Howard County Government

CR180-2016

Motion to Approve

Motion Date: 12/5/2016 Moved By : Mary Kay Sigaty

Final Action: Passed Seconded By : Jon Weinstein

Name	District	Vote
Calvin Ball	2	Yes
Jen Terrasa	3	Yes
Mary Kay Sigaty	4	Yes
Greg Fox	5	Yes
Jon Weinstein	1	Yes

Motions/Votes On Legislation

Motion to Approve

Motion Date: 12/5/2016 Moved By : Calvin Ball

Final Action: Passed as Amended Seconded By : Jon Weinstein

Name	District	Vote
Calvin Ball	2	Yes
Jen Terrasa	3	Yes
Mary Kay Sigaty	4	Yes
Greg Fox	5	No
Jon Weinstein	1	Yes

Howard County Government

CR180-2016

Motion to Table

Motion Date: 12/5/2016 Moved By : Greg Fox

Final Action: Failed Seconded By : Jon Weinstein

Name	District	Vote
Calvin Ball	2	No
Jen Terrasa	3	No
Mary Kay Sigaty	4	No
Greg Fox	5	Yes
Jon Weinstein	1	No

Documents

CR180-2016 - As Introduced
Public Hearing Testimony - Supporting Documents Public Hearing Testimony contd - Supporting Documents Amendment 1 - Amendments
Amendment 2 - Amendments
Amendment 1 to Amendment 2 - Amendments Amendment 2 to Amendment 2 - Amendments Amendment 3 to Amendment 2 - Amendments Amendment 3 - Amendments
CR180-2016 - Final (Amended)
Enrolled CR180-2016 - Supporting Documents

Enrolled Amendment 2 - Amendments CR180-2016public - Supporting Documents